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Statutory Authority: 22-2-107 (1)(c), 22-2-109, 22-60.5-101, et. seq., C.R.S.

RULES FOR THE ADMINISTRATION OF THE EDUCATOR LICENSING ACT OF 1991

2260.5-R-1.00

Statement of Basis and Purpose. The statutory basis for these Rules adopted May 12, 1994, is found in 22-2-107(1)(c), State Board-Powers, 22-60.5-101, et.seq., C.R.S., the Colorado Educator Licensing Act of 1991 and 22-2-109(1), State Board-Additional Duties. These Rules establish the standards and criteria for the issuance of licenses and authorizations to teachers, special services providers, principals, and administrators. The Act calls for the State Board of Education to adopt rules for a three-tiered system of licensure for education personnel which includes a Provisional License for entry-level educators, a Professional License for experienced educators, and a voluntary Master Certificate for outstanding educators.

These Rules also provide for the issuance of special authorizations to educators as necessary to meet the needs of Colorado schools and students. Standards and processes for the approval of educator preparation programs through institutions of higher education and at alternative sites are provided. Criteria for the renewal of licenses and authorizations are established which provide for significant involvement of practicing educators. Standards for endorsement in subject areas or other areas of educational specialization are prescribed.

These Rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. As required by the Act, the Rules establish the requirements of induction programs provided by local school districts to assist new educators through support, supervision, ongoing professional development, and evaluation.

The Rules establish the standards and processes by which licenses may be denied, suspended, annulled, or revoked for conviction of certain criminal offenses, unethical behavior, or professional incompetency. Miscellaneous other provisions are included to meet the requirements of the Act.

- 1.01 Statement of findings and reasons for adoption of emergency rules.** Following adoption of the (Rules for the) Administration of the Colorado Educator Licensing Act of 1991, the Colorado State Board of Education has received considerable unsolicited oral and written testimony from local boards of education and boards of cooperative services expressing concern over the increase requirements for substitute teachers to provide services in the public schools. Local districts assert that the standards for issuance of licenses and substitute authorizations have diminished their available pool of substitute teachers to the extent that classrooms and groups of students will have no adult supervision when the regularly assigned teacher is absent. The State Board of Education finds that such potential lack of supervision threatens the well being of well-being of students and finds that the immediate adoption of Emergency Rules [4.09 - 4.09 (3) and 4.10] on October 7, 1994 is imperatively necessary for the preservation of public health, safety, and welfare of students. These Rules are effective upon adoption and shall be valid for ninety days.
- 1.02 Statement of findings and reasons for adoption of emergency rules.** Following adoption of the (Rules for the) Administration of the Colorado Educator Licensing Act of 1991, the Colorado State Board of Education adopted emergency rules [4.09-4.09(3) and 4.10] regarding substitute teacher authorizations on October 7, 1994 and readopted them for technical reasons on November 10, 1994. A hearing was held on December 8, 1994 to consider permanent adoption of these rules. Testimony presented at the hearing indicated that neither the prior emergency nor the proposed permanent rules were sufficient to meet the immediate needs of Colorado school districts throughout the state for substitute teachers to provide adult supervision when the regularly assigned teacher is absent. The State Board of Education finds that, based on this new information, and to guarantee the safety and supervision of students, the immediate adoption of emergency rules [4.09-4.09(3) and 4.10] on December 8, 1994 is imperatively necessary for the preservation of public health, safety, and welfare of students. Waiting to provide official notice prior to adoption of these emergency rules would jeopardize the safety of Colorado public school students on a daily basis. These rules are effective upon adoption and shall be valid for ninety days.
- 1.03 Statement of Basis and Purpose for Amendment.** The statutory basis for amendments to these Rules adopted July 13, 1995 is found in 22-2-107 (1)(c) and 22-60.5-101, et. seq., C.R.S. These Rules are amended to conform to legislative amendments (SB 95-75) to 22-60.5-111(1)(a)(f), 22-60.5-114(2), and 22-60.5-309.5, C.R.S. Changes have also been made to conform to HB 95-1189, which negated selected existing rules. In addition, these amendments clarify and improve language, correct technical errors and omissions, and reflect further development of the licensing program.
- 1.04 Statement of Basis and Purpose for Amendment.** The statutory basis for the amendments to these Rules adopted December 13, 1996 is found in 22-2-107(1)(c), 22-2-109(1), and 22-60.5-101, et. seq., C.R.S. These amendments are required to comply with legislative action through Senate Bill 96-236 which eliminated selected sections of the State Board's earlier adopted rules. These amendments relate to the powers and duties of the professional standards boards, the establishment of educator licensing review boards, the requirements for induction programs for certain authorizations, and the requirement for renewal of licenses. These amendments also modify the requirements for field experiences in preservice educator preparation programs and address technical flaws or omissions in the earlier rules. Revised endorsement standards for early childhood education, middle childhood education, English language arts education, mathematics education, science education, social studies education, early adolescence education, linguistically diverse education, school audiologist, school occupational therapist, school nurse, school psychologist, school social worker, school speech/language pathologist, and school counselor are included. In addition, amendments are included to address legislative requirements regarding teacher shortages and basic skills assessments for certain Special Services Licenses.

1.05 Statement of Basis and Purpose for Amendment. The statutory basis for amendments to these Rules adopted on September 11, 1997, is found in 22-2-107(1)(c), 22-2-109(1), and 22-60.5-101, et.seq., C.R.S. These amendments are required to conform the State Board's Rules with legislative amendments to the Educator Licensing Act of 1991, resulting from the passage of HB 97-1058 and HB 97-1108. In addition, these amendments correct technical errors and omissions found in the Board's early adopted Rules. Specifically, these amendments delete outdated definitions related to educator review boards and peer review, clarify the requirements for licensure of out-of-state applicants, enable the Department to issue professional licenses to teachers who hold national certification, provide requirements for the reinstatement of expired certificates or licenses and provide for the establishment of a fee for such reinstatements, provide for multiple renewals of provisional licenses if holders are unable to complete induction programs, clarify the experience requirements for principals and administrators, provide for the issuance of professional licenses for educators unable to complete induction if districts have obtained waivers of induction programs, establish a Type IV Authorization-Extension for educators unable to renew licenses due to hardships, modify the standards for principal and administrator preparation programs, change the requirements for renewal of professional licenses, eliminate the minority alternative teacher fellowship program and minority teacher fund, modify the requirements for the State Board in receiving recommendations from the Professional Standards Boards, and create an inactive status for holders of professional licenses who wish to surrender their licenses for an unspecified period and later return to active status.

1.06 Statement of Basis and Purpose for Amendment. The statutory basis for the amendments to these rules adopted on August 20, 1998 is found in 22-2-107(1) (c), 22-2-109(1), and 22-60.5-101, et. seq., C.R.S. These amendments are required to comply with legislative action through House Bill 98-1208 which exempts school psychologists and school social workers from the basic skills assessment for licensure, House Bill 98-1089 which specifies the requirements for evaluator training in approved principal and administrator preparation programs, and House Bill 1267 which modifies the standards and criteria for the approval of teacher education programs, modifies the criteria for the renewal of professional licenses, and revises the criteria for the evaluation of programs of preparation for teachers, principals and administrators. These amendments also remove the previous 60 day employment limitation for holders of the one-year type v authorization-substitute. In addition, amendments include revised endorsement standards for agriculture, business/marketing, consumer and family studies, technical education, and trade and industry education.

2260.5-R-2.00

General Licensing Regulations. The Colorado Department of Education has the sole authority to issue educator licenses, authorizations and certificates. Pursuant to 22-63-201, C.R.S., a Colorado license or authorization is required for employment as a teacher, special services provider, principal or administrator in a Colorado school district or school.

2.01 **Definitions.**

- 2.01 (1) Accepted institution of higher education: An institution of higher education that offers at least the standard bachelor's degree and is recognized by one of the following regional associations: Western Association of Schools and Colleges, Northwest Association of Schools and Colleges, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, or Middle States Association of Colleges and Secondary Schools.
- 2.01 (2) Accredited independent school: Any independent school which is accredited by the State Board of Education pursuant to 1 CCR 301-1.
- 2.01 (3) Administrator: Any person who administers, directs, or supervises the education instructional program, or a portion thereof, in any school or school district in the state and who is not the chief executive officer or an assistant chief executive officer of such school.
- 2.01 (4) Advanced program: A post-baccalaureate degree program for the advanced preparation of teachers and other professional school personnel. Graduate credit is commonly awarded. Master's, specialist, and doctoral degrees are included, as well as non-degree programs offered at the graduate level.
- 2.01 (5) Alternative teacher contract: A one-year contract entered into for an alternative teacher position by any holder of an Alternative Teacher License and any school district or accredited independent school which has an alternative teacher program.
- 2.01 (6) Alternative teacher program: A one-year program of study and training for teacher preparation for persons of demonstrated knowledge and ability who hold an Alternative Teacher License pursuant to section 22-60.5-201 (1)(a), C.R.S., which meets the standards of and has been approved by the State Board of Education and that upon completion leads to a recommendation for licensure by the school district or districts or the accredited independent school providing such program.
- 2.01 (7) Alternative teacher support team: A team established by the designated agency for each holder of an Alternative Teacher License employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and the principal and a representative of an accepted institution of higher education.
- 2.01 (8) Approved induction program: A program of continuing professional development for provisional licensees that meets the requirements of the State Board of Education and that upon completion leads to a recommendation for a Professional License by the school district or districts providing such induction program.
- 2.01 (9) Approved program of preparation: A program of study for the preparation of educators

that meets the requirements of the State Board of Education and that upon completion leads to a recommendation for licensure by an accepted institution of higher education.

- 2.01 (10) Basic program: A college or university program for the initial preparation of teachers. The courses commonly lead to a baccalaureate degree; exceptions may include graduate or other extended programs designed to prepare teachers for initial licensure.
- 2.01 (11) Basic skills: Competency in reading, writing, mathematics, and oral English.
- 2.01 (12) Board of Education: The governing body authorized by law to administer the affairs of any school district in the state except junior and community college districts. "Board of Education" includes a board of cooperative services organized pursuant to 22-5-101, C.R.S.
- 2.01 (13) Clinical experiences: Experiences that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are microteaching clinics, participation experiences, skill clinics, developing case studies, curriculum development clinics, and use of instructional technology and/or computers. These are conducted both as school-based and campus-based experiences.
- 2.01 (14) Department of Education or Department: The State Department of Education as defined in 24-1-115, C.R.S.
- 2.01 (15) Designated agency: A school district or districts, an accredited independent school, or an accepted institution of higher education, or any combination thereof, which is responsible for the organization, management, and operation of an approved alternative teacher program.
- 2.01 (16) Diversity: The backgrounds of all students and school personnel.
- 2.01 (17) Endorsement: The designation on a license or an authorization of grade level or developmental level, subject matter, or service specialization in accordance with the preparation, training, and experience of the holder of such license or authorization. Endorsements typically reflect major areas of specialization.
- 2.01 (18) Endorsement/Speciality area: The sequence of courses and experiences in the academic or professional area that the education student plans to teach, for the grade level or developmental level at which the student plans to teach, and/or for the services that the student plans to provide. Examples of speciality areas include science, elementary education, counseling, reading and physical education.
- 2.01 (19) Exceptional populations: Students who possess physical, mental, communication or emotional exceptionalities which may necessitate special attention by school personnel.
- 2.01 (20) Field-based experiences: Experiences conducted at a school site, a school administration center, a school clinic, or community agency. These experiences might include classroom observations, tutoring, assisting school principals, administrators, teachers, or special services providers, participation in school and community-wide activities, student teaching, and internships.
- 2.01 (21) Institutional self-study or report: a written report prepared by the institution seeking approval. It is a qualitative self-study of the professional education unit, including its curricula, students, faculty, and governance. A primary purpose of the institutional report is to describe how the professional education unit meets state standards.

- 2.01 (22) Knowledge base: The assumptions, theories, and research findings which provide the foundations that support the model(s) on which the program is founded, articulated, implemented, and evaluated.
- 2.01 (23) Licensure: The official recognition by a state governmental agency that an individual has met state mandated requirements and is approved to practice as a duly certified/licensed educator in the state.
- 2.01 (24) Mentor administrator: Any administrator who is designated by the school district or districts providing an approved induction program for provisional administrator licensees and who has demonstrated outstanding administrative skills and school leadership and can provide exemplary modeling and counseling to provisional administrator licensees participating in an approved induction program.
- 2.01 (25) Mentor principal: Any principal who is designated by the school district or districts providing an approved induction program for provisional principal licensees and who has demonstrated outstanding principal skills and school leadership and can provide exemplary modeling and counseling to provisional principal licensees participating in an approved induction program.
- 2.01 (26) Mentor special services provider: Any special services provider who is designated by the school district or districts providing an approved induction program for provisional special services licensees and who has demonstrated outstanding special services provider skills and school leadership and can provide exemplary modeling and counseling to provisional special services licensees participating in an approved induction program.
- 2.01 (27) Mentor teacher:
- 2.01 (27) (a) Any teacher who is designated by the school district or accredited independent school employing an alternative teacher and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or
- 2.01 (27) (b) Any teacher who is designated by the school district or districts providing an approved induction program for provisional teacher licensees and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to provisional teacher licensees participating in an approved induction program.
- 2.01 (28) Practicum: An intensive experience in which education students practice and demonstrate professional skills and knowledge. Student teaching and internships are examples of a practicum.
- 2.01 (29) Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs, or supervises the education instruction program in such school.
- 2.01 (30) Professional education unit: The college, school, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel.
- 2.01 (31) School: Any of the public schools of the state.

- 2.01 (32) School district: Any school district organized and existing pursuant to law, but does not include junior or community college districts. "School District" includes a Board of Cooperative Services organized pursuant to 22-5-101, C.R.S.
- 2.01 (33) Special services provider: Any person other than a teacher, principal, or administrator who is employed by any school district to provide professional services to students in direct support of the education instructional program.
- 2.01 (34) State Board of Education: The State Board of Education established by Section 1 of Article IX of the State Constitution.
- 2.01 (35) Student teaching: An in-depth, direct teaching experience conducted in a school setting. It is considered a culminating field-based experience for the basic teacher preparation program where students practice and demonstrate professional skills and knowledge.
- 2.01 (36) Teacher: Any person employed to instruct students in any school in the state.

2.02 Validity of certificates/license.

- 2.02 (1) Certificates and Letters of Authorization issued by the Colorado Department of Education prior to July 1, 1994, shall remain valid for the period for which they were issued.
- 2.02 (2) Endorsements placed on teacher or special services certificates prior to July 1, 1994, which were based upon major areas of specialization or experience and academic credit, may be continued on subsequent Teacher or Special Services License renewals provided all renewal requirements specified in section 12.00 of these Rules have been met.
- 2.02 (3) Certificates and licenses which have expired are not valid for teaching in the schools of Colorado.

2.03 General Requirements for Colorado Licenses.

- 2.03 (1) Degree. Each applicant for a Colorado license shall be required to hold the appropriate degree for the license and/or endorsement program completed at an accepted institution.
- 2.03 (1) (a) It will be determined that an applicant "holds" or "has been awarded" the bachelor's or higher degree when the registrar of the accepted institution of higher education certifies that the applicant has met all requirements for graduation with the degree, whether or not the degree has been conferred upon the applicant in formal ceremonies or otherwise conveyed to the individual.
- 2.03 (1) (b) The Colorado Department of Education and Colorado accepted institutions of higher education may recognize credits and degrees earned in foreign institutions of higher education, if, after appropriate evaluation by an established credentials evaluation service, there is evidence that such program or degrees are the equivalent of the specific license requirements.
- 2.03 (2) Approved Program. A Colorado Provisional License may be issued upon satisfactory

completion of a Colorado approved program, an alternative teacher program as prescribed in section 18.00 of these Rules, or an approved out-of-state program of educator preparation as defined in section 2.03 (3)(b) of these Rules.

- 2.03 (2) (a) A Colorado approved program shall mean a program of study for the preparation of teachers, special service providers, principals, or administrators which meets the requirements of the State Board of Education and that, upon completion, leads to a recommendation for licensure by an accepted institution of higher education. Such program shall be approved initially and reviewed periodically by the Colorado State Board of Education to assure compliance with requirements and to ensure that prospective educators have the competencies required for educational service.
- 2.03 (2) (b) An approved out-of-state educator preparation program shall mean a program of study for the preparation of teachers, special service providers, principals, or administrators offered by an accepted institution and approved by the state's board of education or legally designated agency and which, upon completion, leads to recommendation for a certificate or a license by the accepted institution.
- 2.03 (3) Out-of-State Applicants/Reciprocity. A Colorado Provisional License may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following:
 - 2.03 (3) (a) has completed the appropriate degree, experience, and educational level for the license and endorsement requested as specified in these Rules.
 - 2.03 (3) (b) has completed a state-approved program at an accepted out-of-state institution in the endorsement area sought, or
 - 2.03 (3) (c) has completed other state authorized educator preparation programs. Applicants who have completed such programs shall provide evidence of three or more years of full-time, satisfactory experience at the grade level or developmental level and endorsement/specialty area being sought.
 - 2.03 (3) (d) holds or is eligible to hold a standard certificate or license issued by the state education agency or other legally designated licensing agency of the preparing state.
 - 2.03 (3) (e) has provided evidence of satisfactory completion of the Colorado State Board of Education adopted assessments appropriate to the license requested.
- 2.03 (4) The State Board of Education may enter into interstate reciprocal agreements whereby the Department of Education agrees to issue Provisional Licenses to persons licensed in other states and such states agree to issue licenses to Colorado license holders. Such agreements shall not be inconsistent with section 2.03 (3) of these Rules. Applicants who have completed the requirements of sections 2.03 (3), (a)-(d) only may be eligible for a Type VI Temporary Authorization as provided in section 4.10 of these Rules.
- 2.03 (5) Pursuant to 22-60.5-201(3), C.R.S., the State Board may annually designate teacher shortage areas and modify the requirements in 8.00 and 9.00 of these Rules for endorsements in such shortage areas for the purpose of issuing Provisional Teacher Licenses or Type VI Authorizations-Temporary to out-of-state applicants.

- 2.03 (6) Pursuant to 22-60.5, 201 (3.5), The Department of Education may issue Professional Teacher Licenses to applicants who have earned and present certificates issued by the National Board for Professional Teaching Standards if the requirements specified in sections 2.03 (3)(a)-(d) and 2.04 (1)-2.04 (5) are met.

2.04 Application Procedures.

- 2.04 (1) The applicant shall submit a completed application form provided by the Colorado Department of Education.
- 2.04 (2) The applicant shall provide official transcripts of all college records.
- 2.04 (2) (a) Each college transcript filed for licensing purposes shall be authentic, original or photostat, bearing the embossed seal of the institution, the signature of the registrar, and including descriptive titles, course numbers, credits, and grades for each course listed and degrees earned, if any. For the purpose of these Rules, credits shall be in semester hours or may be interpreted as meaning the equivalent in quarter, trimester, unit or term credits.
- 2.04 (2) (b) Transcripts from institutions outside the United States shall be in English or shall include an authentic English translation.
- 2.04 (2) (c) Transcripts must be submitted with the application for a license, become a part of the applicant's record with the Colorado Department of Education and are not returnable.
- 2.04 (3) The fee for the examination and review of an application for a license or authorization or the renewal or reinstatement thereof, shall be established by the State Board of Education and shall be nonrefundable.
- 2.04 (4) Each applicant for an initial license or added endorsement may be required to submit a statement from the designated recommending official of the accepted institution of higher education. Such statement shall certify that the applicant has completed the approved program in a satisfactory manner and is in good standing. The recommendation shall indicate the level and subject or grades of student teaching, the area of endorsement recommended as defined in sections 8.00-11.00 of these Rules. Applicants applying under reciprocity shall also submit a copy of the valid out-of-state certificate or license or statement of eligibility.
- 2.04 (5) Each applicant for an initial Colorado license or authorization shall be required to submit a complete set of fingerprints obtained through a qualified law enforcement agency and the fingerprinting fee. An applicant oath form certifying to prior felony or misdemeanor convictions, excluding minor traffic violations, and such other information necessary to determine the applicant's moral fitness shall be required for all initial licenses, authorizations, and renewals thereof.

2260.5-R-3.00

Types of Licenses

3.01 Provisional Teacher License. A Provisional Teacher License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. A Provisional Teacher License may be issued to an applicant who has met the following requirements:

- 3.01 (1) Holds a bachelor's or higher degree from an accepted institution which includes a broad educational background in the liberal arts.
- 3.01 (2) Has completed an approved teacher preparation program at an accepted institution of higher education.
- 3.01 (3) Has provided an institutional recommendation which:
 - 3.01 (3) (a) Verifies satisfactory completion of the approved program.
 - 3.01 (3) (b) Specifies the grade/developmental level(s), endorsement area(s) or specialization(s) completed by the applicant.
 - 3.01 (3) (c) Verifies successful completion of student teaching, internship, or practicum and the grade/developmental level(s)/ and endorsement/specialization areas of the experience.
 - 3.01 (3) (d) Certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service.
 - 3.01 (3) (e) Such institutional recommendation shall not be required for applicants who completed educator preparation programs as described in section 2.03 (3) (c) of these Rules.
- 3.01 (4) Has submitted the application for a license, including the official transcripts, the fees, and other supporting data as required in section 2.04 of these Rules.
- 3.01 (5) Has passed the State Board adopted licensing assessments including basic skills, oral English proficiency, liberal arts and sciences, content knowledge and professional knowledge. Oral English proficiency may be demonstrated through:
 - 3.01 (5) (a) Having earned a grade of B or better in a basic college public speaking course, or
 - 3.01 (5) (b) Having passed the State Board approved oral English proficiency examination at a designated Colorado testing site, or
 - 3.01 (5) (c) Having documented evidence from a Colorado accepted institution of higher education that the candidate has been assessed and has demonstrated oral English proficiency.
- 3.01 (6) Approved Alternative Licensure Programs. A Provisional Teacher License may be issued to an applicant who:
 - 3.01 (6) (a) Holds an Alternative Teacher License as prescribed in section 3.12 of these Rules.

- 3.01 (6) (b) Has completed a State Board of Education approved alternative teacher program as provided in section 18.00 of these Rules.
- 3.01 (6) (c) Has submitted an application for a Provisional License, fees and accompanying documents as provided in section 2.04 of these Rules.
- 3.01 (6) (d) Has provided a recommendation from the alternative teacher's support team which verifies that the alternative teacher has demonstrated thorough knowledge of the subject matter to be taught and has demonstrated the competencies essential for educational service.
- 3.01 (6) (e) Has passed the State Board adopted licensing assessments in professional knowledge.

3.02 Provisional Special Services License. A Provisional Special Services License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. A Provisional Special Services License may be issued to an applicant who has met the following requirements:

- 3.02 (1) Holds a bachelor's or higher degree from an accepted institution which includes a broad educational background in the liberal arts.
- 3.02 (2) Has completed an approved special service preparation program at an accepted institution of higher education.
- 3.02 (3) Has supplied an institutional recommendation which:
 - 3.02 (3) (a) Verifies satisfactory completion of the approved program.
 - 3.02 (3) (b) Specifies the area of endorsement(s)/specialization(s) completed by the applicant.
 - 3.02 (3) (c) Verifies successful completion of an internship or practicum in a school setting or other appropriate setting as defined in section 11.00 of these Rules.
 - 3.02 (3) (d) Certifies that the applicant has demonstrated thorough knowledge of the special service area and has the competencies essential for educational service.
- 3.02 (4) Has submitted the application for a license, including the official transcripts, the fees, and other supporting data as required in section 2.04 of these Rules.
- 3.02 (5) Has provided evidence of passing scores on the Colorado licensing assessments including basic skills, oral English proficiency, and content/professional knowledge, as noted in section 3.02 (6) of these Rules except that applicants for endorsement as occupational therapist, physical therapist, school nurse, school psychologist, or school social worker shall not be required to provide evidence of passing scores on basic skills or oral English proficiency assessments.
- 3.02 (6) Has provided evidence of successful completion of the following content/professional knowledge assessments in the areas of specialization:
 - 3.02 (6) (a) School Nurse: Colorado assessment administered for the Registered Nursing License.

- 3.02 (6) (b) Counselor: State Board of Education adopted assessment for Counselors.
- 3.02 (6) (c) Occupational Therapist: Assessment administered for National Occupational Therapy registration.
- 3.02 (6) (d) Orientation and Mobility Specialist: Assessment administered for National AER Orientation and Mobility certificate.
- 3.02 (6) (e) Physical Therapist: Assessment administered for Colorado Physical Therapy License.
- 3.02 (6) (f) Social Worker: State Board of Education adopted assessment for social workers or the assessment administered for Colorado Clinical Social Worker License.
- 3.02 (6) (g) Speech/Language Therapist: American Speech and Hearing Association assessment.
- 3.02 (6) (h) Audiologist: American Speech and Hearing Association assessment.
- 3.02 (6) (i) School Psychologist: National School Psychologist Examination.
- 3.02 (7) Has provided copies of other special services licenses or registrations as follows:
- 3.02 (7) (a) School Nurse: valid Colorado Registered Nurse License.
- 3.02 (7) (b) Occupational Therapist: valid National Occupational Therapy Registration.
- 3.02 (7) (c) Orientation and Mobility Specialist: valid National AER Orientation and Mobility Certificate.
- 3.02 (7) (d) Physical Therapist: valid Colorado Physical Therapy License.

3.03 Provisional Principal License. A Provisional Principal License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. A Provisional Principal License may be issued to an applicant who has met the following requirements:

- 3.03 (1) Holds a baccalaureate degree from an accepted institution of higher education.
- 3.03 (2) Has completed an approved graduate program for the school principalship in an accepted institution of higher education, or evidence of partial completion of an approved principal preparation program in each of two or more accepted institutions of higher education. Among items supplied by the designated institutional recommending official will be the applicant's status in each institution, work completed, and work remaining to be completed. Upon a finding of completion of any one program by combining work taken in all, the requested license may be issued, assuming all requirements set forth in these Rules have been met.
- 3.03 (3) Has completed three or more years of successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state.

- 3.03 (4) Has submitted the application for a Provisional License, including official transcripts, the fees, and other supporting data as described in section 2.04 of these Rules.
- 3.03 (5) Has demonstrated professional competencies as evidenced by passing scores on the State Board adopted licensing assessments including basic skills, oral English proficiency and content/professional knowledge.
- 3.03 (6) A Provisional Principal License shall be valid in any school district or districts which provide an approved induction program for principals as described in section 14.00 of these Rules.
- 3.03 (7) A Provisional Principal License shall be valid for occasional teaching which shall not constitute more than one half of a typical teaching assignment.

3.04 Provisional Administrator License. A Provisional Administrator License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. A Provisional Administrator License may be issued to an applicant who has met the following requirements:

- 3.04 (1) Holds a baccalaureate degree from an accepted institution of higher education.
- 3.04 (2) Has completed an approved graduate program for school administration in an accepted institution of higher education, or evidence of partial completion of an approved administration preparation program in each of two or more accepted institutions of higher education. Among items supplied by the designated institutional recommending official will be the applicant's status in each institution, work completed, and work remaining to be completed. Upon a finding of completion of any one program by combining work taken in all, the requested license may be issued, assuming all requirements set forth in these Rules have been met.
- 3.04 (3) Has submitted the application for a Provisional License, including official transcripts, the fees, and other supporting data as described in section 2.04 of these Rules.
- 3.04 (4) Has demonstrated professional competencies as evidenced by either a passing score on the State Board adopted licensing assessment in content/professional knowledge, or evidence of three years of professional administrative experience.
- 3.04 (5) A Provisional Administrator License shall be valid in any school district or districts which provide an approved induction program for administrators as described in section 14.00 of these Rules.
- 3.04 (6) Holders of Provisional Administrator Licenses who have completed three or more years of successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.05 Professional Teacher or Special Service License. A Professional Teacher or Special Service License shall be valid for a period of five years from the date of issuance except as provided in section 3.08 of these Rules, and may be renewed. A Professional Teacher or Special Service License may be issued to an applicant who has met the following requirements:

- 3.05 (1) Holds a Colorado Provisional Teacher or Special Service License.
- 3.05 (2) Has successfully completed an approved induction program as prescribed in section 13.00 of these Rules and has been recommended for the professional license by the district providing such induction program except as provided in section 3.05 (4) of these Rules.
- 3.05 (3) Has filed an application for the professional license, submitted appropriate documentation necessary to determine eligibility for the license, and paid the required fees.
- 3.05 (4) Applicants for professional licenses need not complete an approved induction program as a provisional teacher or special services licensee if the applicant previously completed an induction program while teaching under a Type I Authorization, Adjunct Teacher, Type III Authorization, Emergency, or Type VI Authorization, Temporary, or if the school district in which the applicant is employed has obtained a waiver of the induction program requirement. If the applicant is employed by a school district that has obtained a waiver of the induction program requirement, the applicant shall demonstrate completion of any requirements specified in the school district's plan for support, assistance, and training of provisionally licensed educators.

3.06 Professional Principal License. A Professional Principal License shall be valid for a period of five years from the date of issuance, except as provided in section 3.10 of these Rules, and may be renewed.

- 3.06 (1) A Professional License may be issued to an applicant who has met the following requirements:
 - 3.06 (1) (a) Holds a master's degree from an accepted institution of higher education.
 - 3.06 (1) (b) Holds a valid Provisional Principal License.
 - 3.06 (1) (c) Has successfully completed an approved induction program as described in section 14.00 of these Rules and has been recommended by the school district or districts which provided such induction program except as provided in section 3.06 (1) (d) of these Rules.
 - 3.06 (1) (d) Applicants for professional licenses need not complete an approved induction program as a provisional principal licensee if the school district in which the applicant is employed has obtained a waiver of the induction program requirement. If the applicant is employed by a school district that has obtained a waiver of the induction program requirement, the applicant shall demonstrate completion of any requirements specified in the school district's plan for support, assistance, and training of provisionally licensed educators.
 - 3.06 (1) (e) Has filed an application for a professional license, submitted appropriate documentation necessary to determine eligibility for the license, and paid the required fees.
- 3.06 (2) A Professional Principal License shall be valid for occasional teaching which shall not constitute more than one-half of a full-time teaching assignment.

3.07 Professional Administrator License. A Professional Administrator License shall be valid for a period of five years from the date of issuance, except as provided in Section 3.11 of these Rules, and may be renewed.

- 3.07 (1) A Professional Administrator License may be issued to an applicant who has met the following requirements:
 - 3.07 (1) (a) Holds a master's degree from an accepted institution of higher education.
 - 3.07 (1) (b) Holds a valid Provisional Administrator License.
 - 3.07 (1) (c) Has successfully completed an approved induction program as described in section 14.00 of these Rules and has been recommended by the school district or districts which provided such induction program except as provided in section 3.07 (1) (d) of these Rules.
 - 3.07 (1) (d) Applicants for professional licenses need not complete an approved induction program as a provisional administrator licensee if the school district in which the applicant is employed has obtained a waiver of the induction program requirement. If the applicant is employed by a school district that has obtained a waiver of the induction program requirement, the applicant shall demonstrate completion of any requirements specified in the school district's plan for support, assistance, and training of provisionally licensed educators.
 - 3.07 (1) (e) Has filed an application for a Professional License, submitted appropriate documentation necessary to determine eligibility for the license, and paid the required fees.
- 3.07 (2) Holders of Professional Administrator Licenses who have completed three or more years of successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.08 Master Teacher Certificate. A Master Teacher Certificate shall be valid for the period of time for which the applicant's Professional License is valid and renewable at its expiration. Issuance of a Master Teacher Certificate shall extend the validity of the Professional Teacher License to seven years.

- 3.08 (1) A Master Teacher Certificate may be issued to an applicant who has met the following requirements:
 - 3.08 (1) (a) Holds a valid Colorado Professional Teacher License.
 - 3.08 (1) (b) Has been involved in ongoing professional development and training.
 - 3.08 (1) (c) Has demonstrated outstanding achievements in and contributions to education.
 - 3.08 (1) (d) Has displayed excellence and depth in all of the content and performance standards required for the professional license.
 - 3.08 (1) (e) Has demonstrated advanced teaching competencies or expertise through:

- 3.08 (1) (e) (i) The attainment of National Board for Professional Teaching Certification, as available, or
- 3.08 (1) (e) (ii) The development of a master certification portfolio of demonstrated excellence. Such portfolio shall:
 - 3.08 (1) (e) (ii) (a) Include evidence of advanced competencies in teaching as defined as planning, instruction, diagnosis, assessment, leadership and professionalism in accordance with State Board of Education standards in section 5.00 of these Rules and demonstrated excellence beyond the professional level.
 - 3.08 (1) (e) (ii) (b) Include evidence of contributions to the education community through service such as a mentor, teacher of teachers, writer, researcher, or member of a state-wide or national board or commission.
- 3.08 (1) (e) (iii) The portfolio shall be evaluated for demonstrated excellence.

3.09 Master Special Services Certificate. A Master Special Services Certificate shall be valid for the period of time for which the applicant's Professional License is valid and renewable at its expiration. Issuance of a Master Special Services Certificate shall extend the validity of the Professional Special Services License to seven years. A Master Special Services Certificate may be issued to an applicant who has met the following requirements:

- 3.09 (1) Holds a valid Colorado Professional Special Services License and is employed in the area of specialization in a school.
- 3.09 (2) Has been involved in ongoing professional development and training.
- 3.09 (3) Has demonstrated advanced competencies or expertise.
- 3.09 (4) Has been recognized for outstanding achievements in the field of specialization.
- 3.09 (5) Has met the following requirements for the area of specialization:
 - 3.09 (5) (a) Audiologist:
 - 3.09 (5) (a) (i) Holds National Certification in Audiology.
 - 3.09 (5) (a) (ii) Has completed at least five years of full-time, successful experience as a school audiologist.
 - 3.09 (5) (a) (iii) Has completed graduate level university training in school audiology and related areas.
 - 3.09 (5) (a) (iv) Has been involved in at least four of the following areas: local/state/national professional organizations; mentoring or supervision of peers; publication; professional presentations; funded grants; professional leadership; community activities and organizations;

- 3.09 (5) (a) (v) Has been granted an exemplary performance evaluation by a team of peers.
- 3.09 (5) (b) School Counselor:
- 3.09 (5) (b) (i) Has held a Colorado Professional License in School Counseling for a minimum of five years.
- 3.09 (5) (b) (ii) Has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development.
- 3.09 (5) (b) (iii) Has demonstrated commitment to the school counseling profession through professional organization involvement, supervision and training of other school counselors, publication of professional materials, and presentations at professional conferences.
- 3.09 (5) (b) (iv) Has demonstrated active community involvement, development of effective parent partnership programs, and promotion of co-operation with other professional educators.
- 3.09 (5) (c) School Occupational Therapist:
- 3.09 (5) (c) (i) Holds a Master's degree in Occupational Therapy or school/pediatric health related fields or the equivalent.
- 3.09 (5) (c) (ii) Holds an Occupational Therapy Registration and outstanding performance evaluations for a minimum of five years.
- 3.09 (5) (c) (iii) Has demonstrated outstanding contribution or accomplishments to the profession through at least three of the following: achieved certification or accreditation in an area of specialization of occupational therapy; supervised and mentored occupational therapy students; completed graduate level professional course work; completed research and/or publication in the area of school occupational therapy; made presentations at professional meetings; wrote grants; held office in national, state, and local professional organizations or boards.
- 3.09 (5) (c) (iv) Has received recognition for outstanding achievements in occupational therapy.
- 3.09 (5) (c) (v) Is involved in community programs.
- 3.09 (5) (d) Orientation and Mobility Specialist:
- 3.09 (5) (d) (i) Has demonstrated outstanding professional activities in at least three of the following areas: authored professional publications, juried articles, newsletters, or books; made presentations at professional meetings or conferences; mentored other professionals and supervised student practicum experiences; taught at the university or school district inservice levels; served as a model for demonstrations; provided active community leadership by promoting disability education and participation; wrote grant proposals which were funded;
- 3.09 (5) (d) (ii) Has received recognition for demonstrated leadership in the field.

3.09	(5)	(e)	School Physical Therapist:
3.09	(5)	(e)	(i) Holds a Master's degree in Physical Therapy or school/pediatric health related fields or the equivalent.
3.09	(5)	(e)	(ii) Holds a Professional License and provides evidence of outstanding performance evaluations for a minimum of five years.
3.09	(5)	(e)	(iii) Has demonstrated outstanding contributions or accomplishments to the profession through at least three of the following: achieved certification or accreditation in an area of specialization of physical therapy; supervised and mentored physical therapy students; completed graduate level professional course work; completed research and/or publication in the area of school physical therapy; presented at professional meetings; written grants; held office in national, state, and local professional organizations or boards.
3.09	(5)	(e)	(iv) Has received recognition for outstanding achievements in physical therapy.
3.09	(5)	(e)	(v) Has been involved in community programs.
3.09	(5)	(f)	School Nurse:
3.09	(5)	(f)	(i) Has completed additional preparation in the following areas: advanced practice in nursing; specialties in school health related fields; additional certification in nursing administration, vocational education and other certifications applicable to school nursing;
3.09	(5)	(f)	(ii) Has demonstrated professional leadership experiences and exceptional program development.
3.09	(5)	(f)	(iii) Has mentored school nurses and supervised practicum students.
3.09	(5)	(f)	(iv) Has had active participation in school nurse professional organizations.
3.09	(5)	(f)	(v) Has participated in teaching, research and/or publishing to further the specialty of school nursing.
3.09	(5)	(g)	School Psychologist:
3.09	(5)	(g)	(i) Has demonstrated commitment to the profession of school psychology through active involvement and leadership in local, state, national school psychology organizations.
3.09	(5)	(g)	(ii) Has mentored school psychologists with Provisional Licenses and supervised school psychology interns.
3.09	(5)	(g)	(iii) Has contributed to school and district program development.
3.09	(5)	(g)	(iv) Has produced professional publications and presentations.
3.09	(5)	(g)	(v) Has received recognition by peers for outstanding performance.

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| 3.09 | (5) | (h) | School Social Worker: |
| 3.09 | (5) | (h) | (i) Has demonstrated leadership in state school social work organizations. |
| 3.09 | (5) | (h) | (ii) Has actively participated in leadership roles in national social work organizations and other community and human service organizations. |
| 3.09 | (5) | (h) | (iii) Holds advanced credentials in the field, e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work. |
| 3.09 | (5) | (h) | (iv) Has demonstrated outstanding skill in service to schools and children, such as: creation of innovative and successful programs and services to meet the needs of students; inservicing, mentoring, and supervising school social workers and other school professionals. |
| 3.09 | (5) | (h) | (v) Has received recognition by peers for outstanding performance. |
| 3.09 | (5) | (i) | Speech/Language Pathologist: |
| 3.09 | (5) | (i) | (i) Has demonstrated professional growth through professional leadership experiences and exceptional program development. |
| 3.09 | (5) | (i) | (ii) Has demonstrated commitment through involvement in local, state, and national professional organizations. |
| 3.09 | (5) | (i) | (iii) Has accepted additional responsibilities at the school, district, state, and national levels. |
| 3.09 | (5) | (i) | (iv) Has published appropriate materials at the district, state, or national levels. |
| 3.09 | (5) | (i) | (v) Has presented original research and materials at professional conferences. |
| 3.09 | (5) | (i) | (vi) Has supervised practicum and internship students. |
| 3.09 | (5) | (i) | (vii) Has mentored and supervised other speech/language pathologists. |

3.10 Master Principal Certificate. A Master Principal Certificate shall be valid for the period of time for which the applicant's Professional Principal License is valid and is renewable at its expiration. Issuance of a Master Principal Certificate shall extend the validity of the Professional Principal License to seven years. A Master Principal Certificate may be issued to an applicant who has met the following requirements:

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| 3.10 | (1) | Holds a valid Professional Principal License. |
| 3.10 | (2) | Has displayed excellence and depth in all of the content and performance standards required for the Professional License. |
| 3.10 | (3) | Has demonstrated excellence on all performance standards and displays depth in all content knowledge. In addition, the master principal has modeled sustained commitment to improved student performance, to on-going systemic renewal, and to strengthening of the |

profession. The master principal has demonstrated superior performance through accomplishments having significant impact on the school's educational community.

- 3.10 (3) (a) The master principal must possess knowledge in the following areas:
 - 3.10 (3) (a) (i) systemic renewal strategies
 - 3.10 (3) (a) (ii) multiple models for school and district management
 - 3.10 (3) (a) (iii) dynamic political and policy movements in the state
 - 3.10 (3) (a) (iv) promising practices in the professional development of educational leaders
 - 3.10 (3) (a) (v) leading research and writing on instructional strategies, student learning, assessment methodology, and supervisory techniques
 - 3.10 (3) (a) (vi) how to capitalize on opportunities presented by diverse stakeholders
- 3.10 (3) (b) The master principal must demonstrate the s/he:
 - 3.10 (3) (b) (i) creates a community of learners who focus on student performance
 - 3.10 (3) (b) (ii) translates vision into program excellence
 - 3.10 (3) (b) (iii) provides value added leadership to create an organization that has purpose, direction, and energy
 - 3.10 (3) (b) (iv) implements programs in schools that result in sustained improvement in student performance
 - 3.10 (3) (b) (v) integrates multiple instructional models to meet diverse learning needs of both students and adults in order to enhance student performance
 - 3.10 (3) (b) (vi) imagines alternatives based on knowledge of best practices and creates those alternatives as a model for others
 - 3.10 (3) (b) (vii) engages a diverse school community in sustained efforts for school improvement
 - 3.10 (3) (b) (viii) influences and provides a model for the larger system (for example: the district, the state, etc.)
 - 3.10 (3) (b) (ix) contributes to the development of the profession through mentoring, teaching, writing, etc.
- 3.10 (4) Has demonstrated evidence of positive impacts on student performance at the building level.
- 3.10 (5) Has contributed to the education community through service as a mentor, teacher, writer, researcher, or other service oriented activity.

3.11 Master Administrator Certificate. A Master Administrator Certificate shall be valid for the period of time for which time the applicant's Professional Administrator License is valid and is renewable at its expiration. Issuance of a Master Administrator Certificate shall extend the validity of the Professional Administrator License to seven years. A Master Administrator Certificate may be issued to an applicant who has met the following requirements:

- 3.11 (1) Holds a valid Professional Administrator License.
- 3.11 (2) Has displayed excellence and depth in all of the content and performance standards required for the Professional License.
- 3.11 (3) Has demonstrated excellence on all performance standards and displays depth in all content knowledge. In addition, the master administrator has modeled sustained commitment to improved student performance, to on-going systemic renewal, and to strengthening of the profession. The master administrator has demonstrated superior performance through accomplishments having significant impact on an educational community.
- 3.11 (3) (a) The master administrator must possess knowledge in the following areas:
 - 3.11 (3) (a) (i) systemic renewal strategies
 - 3.11 (3) (a) (ii) multiple models for school and district management
 - 3.11 (3) (a) (iii) dynamic political and policy movements in the state
 - 3.11 (3) (a) (iv) promising practices in the professional development of educational leaders
 - 3.11 (3) (a) (v) leading research and writing on instructional strategies, student learning, assessment methodology, and supervisory techniques
 - 3.11 (3) (a) (vi) how to capitalize on opportunities presented by diverse stakeholders
- 3.11 (3) (b) The master administrator must demonstrate that s/he:
 - 3.11 (3) (b) (i) initiates and sustains significant change in the district directed toward predetermined goals, themes and needs
 - 3.11 (3) (b) (ii) creates a community of learners who focus on student performance
 - 3.11 (3) (b) (iii) translates vision into program excellence
 - 3.11 (3) (b) (iv) provides value added leadership to create an organization that has shared purpose, direction, and energy
 - 3.11 (3) (b) (v) provides incentives, direction, and motivation for development of programs that enhance student performance
 - 3.11 (3) (b) (vi) imagines alternatives based on knowledge of best practices and creates those alternatives as a model for others

- 3.11 (3) (b) (vii) engages a diverse community in sustained efforts for school improvement in the entire district
- 3.11 (3) (b) (viii) influences and provides a model for the larger system (for example: the state, the nation, etc.)
- 3.11 (3) (b) (ix) contributes to the development of the profession through mentoring, teaching, writing, etc.
- 3.11 (4) Has demonstrated evidence of positive impacts on student performance throughout the district.
- 3.11 (5) Has contributed to the education community through service as a mentor, teacher, writer, researcher, or other service oriented activity.

3.12 Alternative Teacher License. An Alternative Teacher License shall be valid for one year from the date of issuance and shall entitle the holder to be employed exclusively as an alternative teacher in an approved alternative teacher program pursuant to the terms of an alternative teacher contract. An Alternative Teacher License may be issued to an applicant who:

- 3.12 (1) Holds a baccalaureate degree from an accepted institution of higher education.
- 3.12 (2) Has provided evidence of passing scores on the State Board adopted licensing assessments including: basic skills, oral English proficiency, liberal arts and sciences, and content knowledge.
- 3.12 (3) Has met the requirements for application as provided in sections 2.04 (1), (2), (3), and (5) of these Rules.
- 3.12 (4) Has met the subject matter requirements necessary for teaching in the appropriate endorsement area(s). Such subject knowledge may be demonstrated through transcript review, standardized assessment, or portfolio review. Evidence of subject matter knowledge may be obtained by either:
 - 3.12 (4) (a) Determination by the Department of Education to have the subject matter knowledge necessary for teaching in the appropriate endorsement area(s), or
 - 3.12 (4) (b) Recommendation and confirmation by an accepted institution of higher education as having met subject matter requirements necessary for teaching in the appropriate endorsement area(s).
- 3.12 (5) Alternative Teacher License (Vocational). An Alternative Teacher License (Vocational) shall be valid for one year from the date of issuance and shall entitle the holder to be employed exclusively as an alternative teacher in the vocational area specified in an approved alternative teacher program pursuant to the terms of an alternative teacher contract. An Alternative Teacher Certificate (Vocational) may be issued to an applicant who:
 - 3.12 (5) (a) Has completed five or more years of full-time work experience in the vocational area to be taught.
 - 3.12 (5) (a) (i) A maximum of two years of specialized schooling may be applied toward

the five year experience requirement. Such schooling may include, but not be limited to, organized on-the-job training programs, established apprenticeships, recognized public and private trade, technical, and vocational institutes, colleges, academies, and schools which offer job-related programs of instruction in occupational or vocational fields appropriate to public school teaching in Colorado.

- 3.12 (5) (a) (ii) Work experience must be beyond the learner (apprenticeship) level, and in the occupation in which the applicant is to give instruction.
- 3.12 (5) (b) Has passed the State Board adopted basic skills and oral English proficiency examinations and the vocational area content knowledge assessments as required for a vocational credential issued by the State Board for the Colorado Community College and Occupation Education System or holds a license, certificate or professional registration in the content area to be taught.
- 3.12 (5) (c) Has met the requirements for application as provided in sections 2.04 (1), (2), (3), and (5) of these Rules.

2260.5-R-4.00

Types of Authorizations. The Department of Education is authorized to issue the following authorizations to persons meeting the qualifications prescribed below:

4.01 Type I Authorization-Adjunct Teacher, may be issued for three years:

- 4.01 (1) to an applicant who possesses outstanding talent and demonstrates specific abilities and knowledge in a particular area of specialization. Adjunct teachers may be hired to enrich, augment or enhance the instructional program of a school or school district.
- 4.01 (2) when a school district board of education requests the applicant's services and provides documentation of the applicant's outstanding talent, specific abilities, and knowledge for the assignment.
- 4.01 (3) when the applicant's services are based upon a documented program need.
- 4.01 (4) if such applicant does not hold a bachelor's degree, evidence must be provided of employment for at least five years in the area of specialization.
- 4.01 (5) may be renewed indefinitely upon request of a board of education based upon the documented needs of the program.

4.02 Type II Authorization, Intern may be issued for one year:

- 4.02 (1) To an applicant who has been awarded at least a bachelor's degree from an accepted institution of higher education whose program of preparation requires the completion of a supervised internship.
- 4.02 (2) To an intern in an approved program of preparation offered by an accepted institution of higher education in Colorado.
- 4.02 (3) For the period of time while the holder serves as an intern, receives pay from the school district, and is under the supervision of a licensed professional teacher, principal, or administrator, as appropriate.

4.03 Type III Authorization, Emergency, may be issued for one year and may be renewed:

- 4.03 (1) When a Colorado school district requests an Emergency Authorization to employ a non-licensed Teacher, Principal, Administrator or Special Services Provider,
- 4.03 (2) When, in the judgment of the State Board of Education, an emergency exists in the requesting district due to a demonstrated shortage of licensed educational personnel, with appropriate endorsements for the position, and
- 4.03 (3) When, in the judgment of the State Board of Education, the employment of the non-licensed person is essential to the preservation of good instructional programs in the public schools and to the educational well-being of the children enrolled therein.

- 4.03 (4) An Emergency Authorization-Teacher, shall not be renewed unless the State Board of Education determines that the establishment of an alternative teacher program by the local board of education is not a practicable solution to the demonstrated shortage.
- 4.03 (5) The employing school district may provide induction programs as specified in section 13.00 or 14.00 of these Rules for holders of Type III Authorizations. Induction programs completed while holding such authorizations may apply toward the requirements for the Professional License. If an induction program was satisfactorily completed while holding an authorization, it need not be repeated while holding the Provisional License.

4.04 Type IV Authorization-Extension. Type IV Authorization-Extension may be issued to holders unable to renew professional licenses or certificates because of extreme hardship. Such authorization shall be valid for one year and may be renewed as provided in section 4.04 (2) of these Rules.

- 4.04 (1) A Type IV Authorization-Extension may be issued to an applicant who meets the following requirements:
 - 4.04 (1) (a) holds a professional license or equivalent certificate and is unable to renew the professional license or certificate because extreme hardship prevents the person from completing the professional development requirements for renewal,
 - 4.04 (1) (b) presents evidence of such extreme hardship to the State Board of Education who shall determine whether to issue the Type IV Authorization.
- 4.04 (2) A Type IV Authorization-Extension, may be renewed only if the holder of the authorization presents evidence to the State Board of Education that the holder continues to be unable to renew the professional license or certificate because of extreme hardship that prevents the holder from completing the professional development requirements for renewal.

4.05 Type V Authorization, Substitute, may be issued to an applicant to serve only as a substitute teacher and will be valid for a period of one year, three years or five years and may be renewed.

4.06 Substitute Authorization (five-year) may be issued to an applicant who:

- 4.06 (1) Holds a valid certificate or license from another state and has passed all portions of State Board adopted basic skills assessment and the oral English proficiency examination, or
- 4.06 (2) Previously held a standard Colorado certificate or license.

4.07 Substitute Authorization (three-year) may be issued to an applicant who:

- 4.07 (1) Holds at least a bachelor's degree from an accepted institution of higher education.
- 4.07 (2) Has earned passing scores on all portions of the Colorado basic skills assessment, including the oral English proficiency examination.

4.08 Substitute Authorization (one-year) may be issued to an applicant who:

- 4.08 (1) provides evidence of a high school diploma or equivalent as verified by the employing school district.
- 4.08 (2) provides evidence of successful experience working with children or youth as verified by the employing school district.

4.09 Renewal of Substitute Authorizations. Substitute Authorizations issued pursuant to sections 4.06, 4.07, and 4.08 of these Rules may be renewed upon application. An employing school district shall verify that it knows of no reason why the applicant's request for renewal of the authorization should be denied based upon evidence of professional incompetency or unethical behavior.

4.10 Type VI Authorization, Temporary. May be issued for a period of two years.

- 4.10 (1) Such authorization may be issued to an applicant who:
 - 4.10 (1) (a) holds or is eligible for a standard certificate or license as a teacher, special services provider, principal, or administrator in another state.
 - 4.10 (1) (b) has not successfully completed the State Board adopted assessments required to obtain a Provisional License.
 - 4.10 (1) (c) meets the requirements for the Provisional License as prescribed in sections 2.03 (3) (a), (b), (c), and (d) of these Rules.
- 4.10 (2) The employing school district may provide induction programs as specified in section 13.00 or 14.00 of these Rules for holders of Type VI Authorizations. Induction programs completed while holding such authorizations may apply toward the requirements for the Professional License. If an induction program was satisfactorily completed while holding an authorization, it need not be repeated while holding the Provisional License.
- 4.10 (3) The employing school district may include the period during which a person works under a Type VI Temporary Authorization toward the three full years of continuous employment necessary to acquire teacher status as provided in 22-63-203, et. seq., C.R.S.

2260.5-R-5.00

Standards for the Approved Program of Professional Education and Professional Development of Teachers and Special Service Personnel.

The following shall serve as standards for the development of teacher and special services professional education programs and as standards for the ongoing professional development of these educators.

5.01 Knowledge of Content and Learning: School professionals are knowledgeable about their subjects or specialties, are knowledgeable about state adopted content standards and know how to facilitate learning.

School professionals thoroughly understand and can demonstrate skills and competencies in their subjects and specialties. They also know and are able to demonstrate effective strategies that empower students to understand fully these subjects. School professionals understand the discipline specific to their subject; they understand the methodologies that make interdisciplinary learning successful. School professionals recognize how factors such as student background, attitudes, and perceptions about the subject can affect learning.

5.01 (1) Knowledge: The school professional

5.01 (1) (a) understands and demonstrates skills and competency in current theory, research, and practices relating to teaching.

5.01 (1) (b) thoroughly understands, demonstrates skills and competency in and stays current in his or her discipline(s) or areas of specialty.

5.01 (1) (c) carefully considers and demonstrates skills and competency in the selection and teaching of content and understands standards based education.

5.01 (1) (d) recognizes that there are multiple paths to learning and demonstrates skills and competency in teaching students with varying learning styles.

5.01 (1) (e) understands and demonstrates skills and competency in how student attitudes, background, and misconceptions about a subject can affect learning.

5.01 (1) (f) understands and demonstrates skill and competency in the use of developmentally appropriate strategies for teaching the subject and working with students.

5.01 (2) Performances: The school professional

5.01 (2) (a) creates an effective interdisciplinary learning environment that enables students to make full use of their knowledge and skills.

5.01 (2) (b) draws on a wide range of strategies to engage students in learning.

5.01 (2) (c) adapts curriculum materials to the unique learning needs of students.

5.01 (2) (d) integrates new information and appropriate technology into the learning environment.

5.01 (2) (e) uses various resources, such as other school professionals, specialists, paraprofessionals, and parents, to meet the educational needs of all students.

- 5.01 (2) (f) collaborates with students to create a vibrant learning environment that encourages critical thinking and reflection.
- 5.01 (2) (g) provides opportunities and methods for in-depth study that match a student's strengths and interests.
- 5.01 (2) (h) promotes learning experiences relevant to real-life situations and supports attainment of state approved content standards.
- 5.01 (2) (i) creates an environment in which critical thinking is central and evident.
- 5.01 (2) (j) helps students learn and test hypotheses within and among specific disciplines.
- 5.01 (2) (k) collaborates to help all students develop self-esteem, and independent living and problem solving skills, including conflict and crisis management skills.
- 5.01 (3) Professional Dispositions: The school professional
- 5.01 (3) (a) is committed to understanding thoroughly his or her discipline(s).
- 5.01 (3) (b) understands and can demonstrate skills and competency in the development of student self-esteem and independent life skills.

5.02 Assessment. School professionals use a variety of assessment approaches to improve learning.

School professionals view assessment as an opportunity to enhance achievement levels and measure performance, as an essential part of the learning process. Assessment provides a continuous opportunity to demonstrate and recognize students' abilities to apply their learning to the complex problems that they will encounter as citizens, family members and workers.

- 5.02 (1) Knowledge: The school professional
- 5.02 (1) (a) knows and demonstrates skills and competency in developing standards for student learning.
- 5.02 (1) (b) knows and demonstrates skills and competency in a wide variety of assessment approaches to evaluate a student's knowledge and capabilities.
- 5.02 (1) (c) knows and demonstrates skills and competency in monitoring student progress and communicating results using a variety of evaluation approaches.
- 5.02 (1) (d) understands and demonstrates skills and competency in the selection of assessments and recognizes the advantages and limitations of different assessment instruments.
- 5.02 (1) (e) knows enough about his or her students and demonstrates skills and competency to ensure that assessment takes into account individual differences.

- 5.02 (1) (f) understands and demonstrates skills and competency in the design and application of instructional strategies according to the development and motivational levels, interests and preferences and cultural backgrounds of students.
- 5.02 (2) Performances: The school professional
- 5.02 (2) (a) collaborates with colleagues to establish student performance expectations that are related and consistent across the school setting and are benchmarked against the state adopted assessments.
- 5.02 (2) (b) collaborates with students to set learning standards that are challenging and attainable.
- 5.02 (2) (c) assesses learning, using a variety of student products and forms of expression.
- 5.02 (2) (d) provides regular opportunities for student reflection, peer assessment, and self-assessment.
- 5.02 (2) (e) monitors student progress.
- 5.02 (2) (f) uses assessments to verify student achievement.
- 5.02 (3) Professional Dispositions: The school professional
- 5.02 (3) (a) appreciates that students change from year to year, and even hour to hour in some settings.
- 5.02 (3) (b) values the learning that comes from a meaningful assessment of educational progress.
- 5.02 (3) (c) values students taking an active role in learning, rather than passively watching as the teacher "performs."

5.03 Democratic Ideal. A primary purpose of an educational system is to develop productive citizens. In our society, that means citizens who function in and contribute to a democratic society. School professionals have a special responsibility to help students thoroughly understand our democracy.

In a democracy with compulsory schooling, school professionals have an inherent challenge to provide all students with an excellent education that attends to their needs, backgrounds, and cultural differences and leads to responsible citizenship. To accomplish this, school professionals need to interact with others in the learning community and to ask vital questions regarding practice and policies.

- 5.03 (1) Knowledge: The school professional
- 5.03 (1) (a) understands and demonstrates skills and competency in recognizing the school's role in teaching and perpetuating the principles of democracy.
- 5.03 (1) (b) knows and demonstrates skills and competency in recognizing the impact personal capabilities and limitations have on his or her role in nurturing school renewal in a changing society.

- 5.03 (1) (c) recognizes statutorily stated and accepted ethical and legal standards and demonstrates skills and competency in applying these standards to the practice of a professional specialty.
- 5.03 (2) Performances: The school professional
- 5.03 (2) (a) exhibits practices which reflect democratic principles.
- 5.03 (2) (b) creates and sustains democratic learning environments.
- 5.03 (2) (c) collaborates with other school professionals and the community in the process of school renewal and change.
- 5.03 (2) (d) relates practices to developing a school community that is a reflection of our democratic society.
- 5.03 (2) (e) works with prospective, novice, and experienced educators to foster effective learning.
- 5.03 (2) (f) draws on current research, theory, and other educational opportunities for personal and professional growth.
- 5.03 (2) (g) acts as a bridge, linking schools, higher education, parents, students, and the community.
- 5.03 (2) (h) advocates for children, schools, and the education profession.
- 5.03 (2) (i) examines and reflects upon his or her educational practices and performance.
- 5.03 (3) Professional Dispositions: The school professional
- 5.03 (3) (a) uses a team approach involving parents, other education professionals, and students to reach decisions that meet students' needs.
- 5.03 (3) (b) uses reflection and inquiry in learning and school renewal and recognizes the value of ambiguity and uncertainty in our world.
- 5.03 (3) (c) demonstrates an understanding of the importance of educating and behaving in a manner consistent with the principles of a democratic republic.
- 5.03 (3) (d) appreciates humor and is flexible, tolerant and fair.

5.04 Diversity. Our diverse society is composed of individuals with varied experiences, values, and perspectives. The school professional appreciates and works with this diversity and provides opportunities to help students learn.

- 5.04 (1) Knowledge: The school professional

- 5.04 (1) (a) knows enough about his or her students and demonstrates skills and competency to teach in a way that takes into account their individual differences.
- 5.04 (1) (b) knows and demonstrates skills and competency in using a wide range of teaching and special service techniques to match the intellectual, emotional and social level of each student.
- 5.04 (1) (c) understands how learning occurs and demonstrates skills and competency in using that knowledge to create learning opportunities that help individual students succeed.
- 5.04 (1) (d) understands and demonstrates skills and competency in recognizing developmentally appropriate behavior as well as the cognitive, communicative, social/emotional and physical needs of students.
- 5.04 (1) (e) understands and demonstrates skills and competency in engaging students in relevant experiences which foster positive, productive learning.
- 5.04 (1) (f) understands the effect on students of various systems, such as peers, groups, families, and communities and demonstrates skills and competency in addressing these effects.
- 5.04 (2) Performances: The school professional
- 5.04 (2) (a) designs instruction so that the individual differences of students are reflected in the curriculum and in the school environment.
- 5.04 (2) (b) creates opportunities for students to discover who they are and how best to relate to the world around them.
- 5.04 (2) (c) creates a learning environment that is safe and respectful of students' diverse physical and emotional characteristics and where all students can feel safe taking the risks necessary for learning.
- 5.04 (2) (d) helps students become self-directed, independent learners.
- 5.04 (2) (e) asks for colleague and parent assistance, and collaborates in meeting the individual needs of students.
- 5.04 (3) Professional Dispositions: The school professional
- 5.04 (3) (a) demonstrates an enthusiasm for teaching all children.
- 5.04 (3) (b) recognizes that all students have the potential for learning and personal growth.
- 5.04 (3) (c) has high personal and student expectations.
- 5.04 (3) (d) values a variety of educational outcomes, including being able to skillfully apply knowledge, think critically and creatively, and to accept responsibility.
- 5.04 (3) (e) values students as individuals, thinkers, workers and producers.

- 5.04 (3) (f) is committed to educational methods that accommodate children with special needs.

5.05 Communication. School professionals are effective communicators who draw from a wealth of communication tools and practices to understand and be understood by diverse groups of individuals.

School professionals understand that effective communication is central to all learning and takes place in diverse settings. School professionals use various forms of communication to meet student needs, foster collegial relationships, and to interact with parents and the community.

5.05 (1) Knowledge: The school professional

5.05 (1) (a) understands and demonstrates skills and competency in various ways of communicating, including non-verbal, written, spoken, mathematical, technological and artistic expression.

5.05 (1) (b) understands and demonstrates skills and competency in communicating effectively with students, families, and colleagues.

5.05 (1) (c) understands and can demonstrate skills and competency in utilizing various forms of technology in communication.

5.05 (2) Performances: The school professional

5.05 (2) (a) communicates a feeling of respect toward students and adults in words and in actions.

5.05 (2) (b) is articulate, selecting words with clarity and precision.

5.05 (2) (c) communicates effectively in multi-cultural settings.

5.05 (2) (d) listens with the intent to understand.

5.05 (2) (e) communicates regularly with students and parents about student learning, needs, strengths, and progress.

5.05 (2) (f) is able to state clearly positions on educational issues and support them with theory, practice, and research.

5.05 (2) (g) discusses educational issues with colleagues, parents, students, and others.

5.05 (2) (h) communicates excitement and enthusiasm for learning.

5.05 (2) (i) involves all learners in classroom activities.

5.05 (2) (j) uses computers and telecommunications to communicate with students, peers, and the general public.

5.05 (3) Professional Dispositions: The school professional

5.05 (3) (a) is open-minded and receptive to new ideas.

- 5.05 (3) (b) communicates in sensitive and caring ways.
- 5.05 (3) (c) respects and values diversity in communication styles.
- 5.05 (3) (d) recognizes that a diverse student population brings a multi-cultural blend of language patterns to the learning environment.
- 5.05 (3) (e) recognizes the influence of appropriate dress and deportment on effectiveness as professionals.
- 5.05 (3) (f) appreciates that the use of available technology is essential in communicating with students, peers, and the public.

2260.5-R-6.00

Standards for the Approved Program of Professional Education and Professional Development of School Principals and Administrators.

The following shall serve as standards for the development of principal and administrator professional education programs and as a standard for the ongoing professional development of these educators.

6.01 The principal models and sets high standards to ensure quality learning experiences that lead to success for all students.

- 6.01 (1) Knowledge: The principal must possess and demonstrate knowledge in the following areas:
 - 6.01 (1) (a) curriculum and instruction and their relationship to child development;
 - 6.01 (1) (b) social/emotional and intellectual learning needs of all children;
 - 6.01 (1) (c) ways to critically evaluate models of teaching and instruction;
 - 6.01 (1) (d) academic standards based education as defined by the State Board of Education;
 - 6.01 (1) (e) methods of assessing student learning and achievement, analysis of student assessment data and its use in planning for student instruction and program evaluation;
 - 6.01 (1) (f) models of supervision and performance appraisal; and
 - 6.01 (1) (g) change processes, strategies and effects.
- 6.01 (2) Performances: The principal must demonstrate that s/he
 - 6.01 (2) (a) leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment methods;
 - 6.01 (2) (b) uses data to analyze the current state of student learning and then serves as a catalyst for and manager of needed change;
 - 6.01 (2) (c) expects and coaches effective classroom practices, and supervises and coordinates the instructional program of the school so that all children are successful;
 - 6.01 (2) (d) develops a school climate that promotes learning by all children; and
 - 6.01 (2) (e) understands and demonstrates the use of telecommunications and technology in instruction.

6.02 The principal leads and supports a school community that is committed to and focused on learning.

- 6.02 (1) Knowledge: The principal must possess and demonstrate knowledge in the following areas:
 - 6.02 (1) (a) research on and theory of leadership;

- 6.02 (1) (b) conflict resolution strategies;
- 6.02 (1) (c) group development and group processes;
- 6.02 (1) (d) decision making processes;
- 6.02 (1) (e) culture of the school and community;
- 6.02 (1) (f) political environment of both districts and individual schools;
- 6.02 (1) (g) vision-building strategies; and
- 6.02 (1) (h) communication and human relations.
- 6.02 (2) Performances: The principal must demonstrate that s/he
- 6.02 (2) (a) leads the development of a team that is committed to student learning;
- 6.02 (2) (b) ensures that stakeholders are involved in decision making;
- 6.02 (2) (c) empowers teachers, students and parents to be leaders in the school community;
- 6.02 (2) (d) initiates the involvement of business and non-parent communities in student learning experiences; and
- 6.02 (2) (e) leads the process of vision building and vision renewal.

6.03 The principal behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

- 6.03 (1) Knowledge: The principal must possess and demonstrate knowledge in the following areas:
- 6.03 (1) (a) stages of moral development;
- 6.03 (1) (b) how to develop an educational philosophy or platform;
- 6.03 (1) (c) their own personal convictions and the ethical implications of their actions;
- 6.03 (1) (d) models of moral leadership;
- 6.03 (1) (e) moral and ethical responsibilities of schools;
- 6.03 (1) (f) social, economic, and political factors affecting students and society;
- 6.03 (1) (g) how public schools contribute to a democratic republic in a culturally diverse society; and

- 6.03 (1) (h) the Colorado and United States constitutions.
- 6.03 (2) Performances: The principal must demonstrate that s/he:
 - 6.03 (2) (a) examines his or her personal beliefs and articulates educational values which contribute to success for all students;
 - 6.03 (2) (b) matches behavior to educational values and convictions;
 - 6.03 (2) (c) treats all members of the school community fairly, equitably and with integrity;
 - 6.03 (2) (d) promotes moral and ethical responsibility in public schools;
 - 6.03 (2) (e) exercises good judgment and takes responsibility for actions; and
 - 6.03 (2) (f) promotes responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions.

6.04 The principal recognizes, appreciates and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.

- 6.04 (1) Knowledge: The principal must possess and demonstrate knowledge in the following areas:
 - 6.04 (1) (a) differences between equal and equitable treatment and consideration;
 - 6.04 (1) (b) social, political and learning implications of ethnic, religious, cultural, economic, physical and intellectual diversity and how those factors influence student success;
 - 6.04 (1) (c) signs and patterns of racism, sexism, discrimination against the disabled and other forms of discrimination, no matter how subtle or unintended;
 - 6.04 (1) (d) characteristics of an infused multicultural curriculum and its implementation;
 - 6.04 (1) (e) how respect for ethnic, religious, cultural, economic, physical and intellectual diversity contributes to a strong nation and a unified and equitable society;
 - 6.04 (1) (f) characteristics of an individualized/adapted curriculum and its implementation;
 - 6.04 (1) (g) how public schools contribute to a culturally diverse society in a democratic republic; and
 - 6.04 (1) (h) applicable state and federal laws, rules and regulations.
- 6.04 (2) Performances: The principal must demonstrate that s/he:
 - 6.04 (2) (a) establishes a variety of methods for communicating to ensure input from all stakeholders;

- 6.04 (2) (b) leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race or disability;
- 6.04 (2) (c) encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction;
- 6.04 (2) (d) promotes respect for ethnic, religious, cultural, economic, physical and intellectual diversity;
- 6.04 (2) (e) promotes a unified school community by respecting diversity and valuing equitable treatment for all; and
- 6.04 (2) (f) helps others recognize the signs and patterns of discrimination, and leads in the elimination of discriminatory behavior within the school.

6.05 The principal is a continuous learner who encourages and supports the personal and professional development of self and others.

- 6.05 (1) Knowledge: The principal must possess and demonstrate knowledge in the following areas:
 - 6.05 (1) (a) methods of inquiry for reflective practice, including self assessment and problem solving strategies that are useful in critically evaluating outcomes;
 - 6.05 (1) (b) principles of adult learning and how adults are motivated to grow and develop in constructive directions; and
 - 6.05 (1) (c) professional development opportunities for self and others.
- 6.05 (2) Performances: The principal must demonstrate that s/he
 - 6.05 (2) (a) inquires about, reflects on and acts to improve personal performance, the performance of professional and classified staff, and the overall performance of the school;
 - 6.05 (2) (b) recognizes and provides personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction; and
 - 6.05 (2) (c) designs work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment.

6.06 The principal organizes and manages human and financial resources to create a safe and effective working and learning environment.

- 6.06 (1) Knowledge: The principal must possess and demonstrate knowledge in the following areas:
 - 6.06 (1) (a) principles of work and work group organization drawn from the study of organizational behavior;

- 6.06 (1) (b) principles of management and marketing;
- 6.06 (1) (c) how personnel practices and labor-management relations affect quality and justice in the school workplace;
- 6.06 (1) (d) principles of business management and budgeting practices and methods of accounting and financial control;
- 6.06 (1) (e) how constitutional, statutory, common and case law regulate behavior in schools and the community;
- 6.06 (1) (f) features of a safe and effective working and learning environment; and
- 6.06 (1) (g) communications, including the use of computers and telecommunications.
- 6.06 (2) Performances: The principal must demonstrate that s/he
- 6.06 (2) (a) maintains a physically and socially safe environment in the school;
- 6.06 (2) (b) organizes and coordinates the work of licensed and classified personnel;
- 6.06 (2) (c) leads effective planning, implementation, review and evaluation processes;
- 6.06 (2) (d) manages financial resources with efficiency, fairness, and involvement of the school community;
- 6.06 (2) (e) upholds and applies state laws and district policies while ensuring due process; and
- 6.06 (2) (f) manages personnel practices, including recruitment, selection, and evaluation, with fairness and legally defensible processes.

6.07 The administrator models and sets high standards for the learning experiences of all district staff that lead to success for all students.

- 6.07 (1) Knowledge: The administrator must possess and demonstrate knowledge in the following areas:
- 6.07 (1) (a) curriculum and instruction, and their relationship to child development;
- 6.07 (1) (b) social/emotional and intellectual learning needs of all children;
- 6.07 (1) (c) ways to critically evaluate models of teaching and instruction;
- 6.07 (1) (d) academic standards based education, as defined by the State Board of Education;
- 6.07 (1) (e) methods of assessing student learning and achievement, analysis of student assessment data and its use in planning for student instruction, and program evaluation;
- 6.07 (1) (f) models of supervision and performance appraisal; and

- 6.07 (1) (g) change processes, strategies and effects.
- 6.07 (2) Performances: The administrator must demonstrate that s/he:
 - 6.07 (2) (a) leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment methods;
 - 6.07 (2) (b) uses and provides data in the analysis of the current state of student learning and then serves as a catalyst for and manager of needed change;
 - 6.07 (2) (c) brings expert professional knowledge to the district, and supervises and coordinates the programs of the district in order to provide social, emotional, and intellectual success for all children;
 - 6.07 (2) (d) develops a climate that promotes the belief that all children can learn and succeed, and supports and encourages practices to accomplish this purpose; and
 - 6.07 (2) (e) utilizes computers and telecommunications in the school district and with the general public.

6.08 The administrator leads and supports a school community that is committed to and focused on learning.

- 6.08 (1) Knowledge: The administrator must possess and demonstrate knowledge in the following areas:
 - 6.08 (1) (a) research on and theory of leadership;
 - 6.08 (1) (b) conflict resolution strategies;
 - 6.08 (1) (c) group development and group processes;
 - 6.08 (1) (d) decision making processes, including site-based management;
 - 6.08 (1) (e) culture of the school and community;
 - 6.08 (1) (f) political environment of both districts and individual schools;
 - 6.08 (1) (g) vision-building strategies;
 - 6.08 (1) (h) collaborative work skills;
 - 6.08 (1) (i) communication and human relations;
 - 6.08 (1) (j) boardsmanship and team leadership;
 - 6.08 (1) (k) policy and governance;
 - 6.08 (1) (l) community relations;
 - 6.08 (1) (m) organizational management;

- 6.08 (1) (n) legal aspects of school administration;
- 6.08 (1) (o) legislative processes; and
- 6.08 (1) (p) budgeting/resource management.
- 6.08 (2) Performances: The administrator must demonstrate that s/he:
- 6.08 (2) (a) leads and supports teams that are committed to student learning;
- 6.08 (2) (b) ensures that stakeholders are involved in decision making;
- 6.08 (2) (c) empowers other administrators, teachers, students and parents to be leaders in the school community;
- 6.08 (2) (d) initiates the involvement of business and non-parent communities in district endeavors;
- 6.08 (2) (e) leads and supports the process of vision building and vision renewal; and
- 6.08 (2) (f) ensures the day-to-day operations and management of the organization through adherence to policy and sound governance practices.

6.09 The administrator behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

- 6.09 (1) Knowledge: The administrator must possess and demonstrate knowledge in the following areas:
- 6.09 (1) (a) stages of moral development;
- 6.09 (1) (b) how to develop an educational philosophy or platform;
- 6.09 (1) (c) their own personal convictions and the ethical implications of their actions;
- 6.09 (1) (d) models of moral leadership;
- 6.09 (1) (e) moral and ethical responsibilities of schools;
- 6.09 (1) (f) social, economic, and political factors affecting students and society;
- 6.09 (1) (g) how public schools contribute to a democratic republic in a culturally diverse society; and
- 6.09 (1) (h) the Colorado and United States Constitutions.
- 6.09 (2) Performances: The administrator must demonstrate that s/he:
- 6.09 (2) (a) examines his or her personal beliefs and articulates educational values which contribute to success for all;
- 6.09 (2) (b) matches behavior to educational values and convictions;

- 6.09 (2) (c) treats everyone fairly, equitably and with integrity;
- 6.09 (2) (d) understands the moral and ethical responsibility of public schools;
- 6.09 (2) (e) promotes the ideals of our democratic republic and understands how public schools contribute to a culturally diverse society;
- 6.09 (2) (f) exercises good judgment and takes responsibility for actions; and
- 6.09 (2) (g) promotes responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions.

6.10 The administrator recognizes, appreciates and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.

- 6.10 (1) Knowledge: The administrator must possess and demonstrate knowledge in the following areas:
 - 6.10 (1) (a) differences between equal and equitable treatment and consideration;
 - 6.10 (1) (b) social, political, and learning implications of ethnic, religious, cultural, economic, physical and intellectual diversity and how those factors influence student success;
 - 6.10 (1) (c) signs and patterns of racism, sexism, discrimination against the disabled and other forms of discrimination, no matter how subtle or unintended;
 - 6.10 (1) (d) characteristics of an infused multicultural curriculum and its implementation;
 - 6.10 (1) (e) how respect for ethnic, religious, cultural, economic, physical and intellectual diversity contributes to a strong nation and a unified and equitable society;
 - 6.10 (1) (f) characteristics of an individualized/adapted curriculum and its implementation;
 - 6.10 (1) (g) how public schools contribute to a culturally diverse society in a democratic republic; and
 - 6.10 (1) (h) applicable state and federal laws, rules and regulations.
- 6.10 (2) Performances: The administrator must demonstrate that s/he:
 - 6.10 (2) (a) establishes a variety of methods for communicating to ensure input from all stakeholders;
 - 6.10 (2) (b) leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race or disability;
 - 6.10 (2) (c) encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information on a regular basis;

- 6.10 (2) (d) promotes respect for ethnic, religious, cultural, economic, physical and intellectual diversity;
- 6.10 (2) (e) promotes unified school communities and district by respecting diversity and valuing equitable treatment for all; and
- 6.10 (2) (f) encourages sensitivity to the signs and patterns of discrimination, and leads in the elimination of discriminatory behavior within schools and the district.

6.11 The administrator is a continuous learner who encourages and supports the personal and professional development of self and others.

- 6.11 (1) Knowledge: The administrator must possess and demonstrate knowledge in the following areas:
 - 6.11 (1) (a) methods of inquiry for reflective practice, including self assessment and problem solving strategies that are useful in critically evaluating outcomes;
 - 6.11 (1) (b) principles of adult learning and how adults are motivated to grow and develop in constructive directions; and
 - 6.11 (1) (c) professional development opportunities for self and others.
- 6.11 (2) Performances: The administrator must demonstrate that s/he:
 - 6.11 (2) (a) inquires about and reflects on personal performance, the performance of professional and classified staff, and the overall performance of schools and the district;
 - 6.11 (2) (b) recognizes and provides personal and professional development opportunities for school communities and the district that enhance performance quality and personal satisfaction; and
 - 6.11 (2) (c) designs work and work responsibilities so that staff members and parents contribute to overall school and district improvement and develop a sense of worth and accomplishment.

6.12 The administrator organizes and manages human and financial resources to create a safe and effective working and learning environment.

- 6.12 (1) Knowledge: The administrator must possess and demonstrate knowledge in the following areas:
 - 6.12 (1) (a) principles of work and work group organization drawn from the study of organizational behavior;
 - 6.12 (1) (b) principles of management and marketing;
 - 6.12 (1) (c) how personnel practices and labor-management relations affect quality and justice in the school workplace;
 - 6.12 (1) (d) principles of business management and budgeting practices and methods of

accounting and financial control;

- 6.12 (1) (e) how constitutional, statutory, common and case law regulate behavior in schools and communities;
- 6.12 (1) (f) features of a safe and effective working and learning environment; and
- 6.12 (1) (g) communications, including the use of computers and telecommunications.
- 6.12 (2) Performances: The administrator must demonstrate that s/he:
 - 6.12 (2) (a) maintains a safe environment in the school;
 - 6.12 (2) (b) organizes and coordinates the work of certified and classified personnel;
 - 6.12 (2) (c) leads effective planning processes;
 - 6.12 (2) (d) manages financial resources with efficiency, fairness, and involvement of the school communities and district;
 - 6.12 (2) (e) upholds and applies state laws and district policies while ensuring due process; and
 - 6.12 (2) (f) manages personnel practices including recruitment, selection, and evaluation with fairness and legally defensible processes.

2260.5.-R-7.00

Endorsement of Licenses or Authorizations. Licenses and Authorizations shall be endorsed to indicate the grade level(s)/developmental level(s) and specialization area(s) which are appropriate to the applicant's preparation, training, and experience.

7.01 Initial Endorsements. Initial endorsements shall be based upon the following:

- 7.01 (1) Recommendation by a Colorado accepted institution of higher education verifying the satisfactory completion of an approved program for the endorsement, or
- 7.01 (2) Recommendation by an accepted out-of-state institution of higher education and compliance with section 2.03(3)(a) and 2.03(3)(c), or
- 7.01 (3) Evaluation by the Department for Authorizations, Alternative Licenses, and Alternative Teacher Licenses (Vocational), and licenses issued upon foreign degree programs for comparability to Colorado's standards, and
- 7.01 (4) Successful completion of the State Board adopted content area assessment in the endorsement area being sought.

7.02 Additional Endorsements. Second or subsequent endorsements may be awarded by the Department based upon one of the following:

- 7.02 (1) The completion of an approved program of preparation at an approved institution of higher education which includes completion of field experiences, student teaching or practicum or internship, unless waived by the approved institution pursuant to the following:
 - 7.02 (1) (a) A waiver of field experience, student teaching, practicum, or internship may be granted upon verification of satisfactory experience in the area of endorsement being sought. Waivers of coursework or other program requirements may also be granted for work experience, including teaching or administrative experience in schools.
 - 7.02 (1) (b) Institutions shall have written criteria, procedures and due process procedures for the recognition of competencies acquired through experience. Such criteria and due process procedures shall include a process for appealing the denial of a request for waiver of field experience, student teaching, practicum or internship, or other coursework or program requirements.
 - 7.02 (1) (c) Applicants who complete approved collegiate programs for additional endorsements must provide evidence of successful completion of the State Board adopted content area assessment in the endorsement area being sought.
- 7.02 (2) Academic preparation, experience and assessment for endorsements in section 8.00 of these Rules.
 - 7.02 (2) (a) Verification of an academic minor (24 semester hours) from an accepted institution of higher education or the equivalent as determined by the Department of Education through transcript or portfolio review. The portfolio may include but is not limited to verification of teaching experience in the requested endorsement area, experiences outside

of schools, inservice or continuing education, standardized assessments, and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences shall be consistent with the content preparation requirements in the appropriate endorsement area found in section 8.00 of these Rules.

- 7.02 (2) (b) Successful completion of the State Board adopted content area assessment in the endorsement area being sought.
- 7.02 (2) (c) Verification of successful teaching experience in the endorsement being sought for at least one contract year within the five years preceding the application for additional endorsement.

7.03 Development and Approval of New Endorsement Areas and Discontinuance of Endorsement Areas.

- 7.03 (1) The appropriate Professional Standards Board may present a request to the State Board of Education for the development of a new endorsement standard pursuant to 22-60.5-215 (1)(k) and 22-60.5-311 (1) (h), C.R.S. The request shall include a rationale for the development of the standards based on the needs of Colorado schools and students.
- 7.03 (2) Upon approval of the request, the Department shall utilize representatives from the education community and the public to develop recommendations for consideration by the State Board of Education.
- 7.03 (3) The appropriate Professional Standards Board shall recommend standards for endorsements to the State Board of Education pursuant to 22-60.5-215 (1) (k) and 22-60.5-311 (1) (h), C.R.S.
- 7.03 (4) The State Board of Education may repeal any endorsement standard when, in the judgment of the Board, the endorsement no longer serves a useful or beneficial purpose for students or schools.

7.04 Review of License and Endorsement Standards.

- 7.04 (1) Pursuant to 22-2-109(1)(g)(h)(i), C.R.S., the standards of qualification, preparation, and experience required for the issuance of licenses and which prescribe standards for endorsements appropriate for licenses shall be reviewed periodically for currency.
- 7.04 (1) (a) The State Board of Education shall establish a schedule for review of licensing/ endorsement standards.
- 7.04 (1) (b) The Colorado Department of Education shall utilize representatives from all levels of education pursuant to 22-2-109 (1) (i), C.R.S. to review and develop licensing endorsement standards in accordance with such schedule. The appropriate Professional Standards Board shall recommend standards for endorsements to the State Board of Education pursuant to 22-60.5-215 (1) (k) and 22-60.5-311 (1) (h), C.R.S.

2260.5-R-8.00

Teaching endorsements. The following shall serve as standards for endorsements on Provisional and Professional Teacher Licenses.

8.01 To be endorsed in **Early Childhood Education**, ages 0-8, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, an academic content area, and an approved program in early childhood education designed to develop knowledge and skills in the following areas:

- 8.01 (1) Knowledge: The early childhood educator has knowledge of:
 - 8.01 (1) (a) Child development and learning.
 - 8.01 (1) (a) (i) theories of and research on typical and atypical child development integrated in the areas of cognitive, physical, social, emotional, language/communicative, and aesthetic development.
 - 8.01 (1) (a) (ii) the importance of recognizing the individual strengths of all children including children with special needs.
 - 8.01 (1) (a) (iii) how children learn including the stages of cognitive, physical, social, emotional, language/communication, aesthetic development and play. The construction of knowledge and the emergence of literacy, eg., language, reading, writing, the arts, and math.
 - 8.01 (1) (a) (iv) the conditions which affect the development and learning of children, including the effects of biological and environmental factors, family, culture, society, and economics.
 - 8.01 (1) (b) Curriculum development and implementation
 - 8.01 (1) (b) (I) an early childhood core curriculum that includes literacy and language, math, science, social studies, the arts, health and safety, physical education, and technology.
 - 8.01 (1) (b) (ii) the appropriate integration of content areas for meaningful learning with a view toward providing opportunities for all children to develop thinking skills.
 - 8.01 (1) (b) (iii) current thinking about curriculum content as exemplified in state and national student content standards.
 - 8.01 (1) (b) (iv) the importance of positive guidance and socialization strategies that support the development of individuals and groups.
 - 8.01 (1) (b) (v) instructional and facilitation strategies appropriate to the learner, including but not limited to:
 - 8.01 (1) (b) (v) (a) developmentally appropriate practice.
 - 8.01 (1) (b) (v) (b) the importance of play.

8.01	(1)	(b)	(v)	(c)	multiple teaching strategies, including, but not limited to, inquiry, modeling, multisensory instruction, modification, learning styles, modality based instruction and encouragement.
8.01	(1)	(b)	(v)	(d)	instruction of the linguistically diverse learner.
8.01	(1)	(b)	(v)	(e)	supportive interactions among staff and children.
8.01	(1)	(b)	(v)	(f)	environmental factors including a democratic learning environment, physical set-up, accessibility, adequacy of space, and learning-enriched materials and equipment to encourage play, active exploration, and learning.
8.01	(1)	(b)	(vi)		the need to provide varying program models, adapting learning environments for children based on age and individual appropriateness.
8.01	(1)	(c)			Family and community relationships.
8.01	(1)	(c)	(i)		how to communicate effectively and create partnerships with families, respect diversity among families, and build on family priorities, resources, strengths, values, and circumstances.
8.01	(1)	(c)	(ii)		the roles, rights, and responsibilities of family members, professionals, agencies, and community resources.
8.01	(1)	(c)	(iii)		family systems theories, including roles and relationships within families, structure of families, effects of societal influences on families and young children and effects of stress on families and children.
8.01	(1)	(c)	(iv)		resources and programs available to the families of young children encountering change and transitions within and among various programs and systems.
8.01	(1)	(c)	(v)		the importance of collaborative relationships among educators, families, communities, agencies, and other professionals to meet the needs of children.
8.01	(1)	(d)			Professionalism
8.01	(1)	(d)	(i)		the basis for program planning and modification and continuing professional development lies in:
8.01	(1)	(d)	(i)	(a)	reflection on practice, articulation of a philosophy having a rationale for decisions;
8.01	(1)	(d)	(i)	(b)	continual self-assessment and understanding the impact of choices and actions on young children, families, and professionals.

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| 8.01 | (1) | (d) | (ii) | current issues and trends, legal issues including procedural safeguards, legislation, and other public policies affecting children, families, and programs for young children and the early childhood profession. |
| 8.01 | (1) | (d) | (iii) | the early childhood profession, its multiple historical, philosophical and social foundations, and how these influence current thought and practice. |
| 8.01 | (1) | (d) | (iv) | that an awareness of and commitment to the profession's code of ethical conduct is essential. |
| 8.01 | (1) | (d) | (v) | the importance of working with specialists, paraprofessionals, volunteers, and other adults. |
| 8.01 | (1) | (d) | (vi) | state and national early childhood program standards. |
| 8.01 | (1) | (e) | | Assessment: |
| 8.01 | (1) | (e) | (i) | the importance of using a variety of assessment strategies to identify appropriate development. |
| 8.01 | (1) | (e) | (ii) | the importance of on-going assessment in facilitating young children's participation in self-reflection and self-assessment over time and in a variety of settings. |
| 8.01 | (1) | (e) | (iii) | the importance of gaining information by assessing all aspects of young children's development. |
| 8.01 | (1) | (e) | (iv) | the importance of involving families as active participants in the assessment process. |
| 8.01 | (1) | (e) | (v) | how to use appropriate assessments for specific cultural groups, diverse learners, and students with special needs and access appropriate support services. |
| 8.01 | (1) | (e) | (vi) | how to communicate the results of assessment for the purpose of: |
| 8.01 | (1) | (e) | (vi) | (a) individualized and group program planning. |
| 8.01 | (1) | (e) | (vi) | (b) referring children, when necessary, for further screening and evaluation. |
| 8.01 | (1) | (e) | (vi) | (c) being an active participant in the implementation and ongoing revision of the IEP and IFSP for children with special development and learning needs including the appropriate use of the results of standardized instruments. |
| 8.01 | (2) | | | Performances: The early childhood educator is able to: |
| 8.01 | (2) | (a) | | Child development and learning |
| 8.01 | (2) | (a) | (i) | apply knowledge of how children develop and learn to provide opportunities that support cognitive, physical, social, emotional, language/communicative, aesthetic development and play of all young children. |

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| 8.01 | (2) | (a) | (ii) | use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children, including children with disabilities, developmental delays, and special abilities. |
| 8.01 | (2) | (a) | (iii) | use the knowledge of conditions that affect the development and learning of all children of diverse populations including the effects of biological, environmental, familial, cultural, societal, and economic influences to facilitate child development. |
| 8.01 | (2) | (b) | | Curriculum development and implementation |
| 8.01 | (2) | (b) | (i) | plan and implement meaningful, integrated and developmentally appropriate learning experiences which reflect the core content curriculum and the processes of learning and domains of development. |
| 8.01 | (2) | (b) | (ii) | provide learning opportunities for diverse populations by using a variety of instructional strategies. |
| 8.01 | (2) | (b) | (i) | reflect on practice and make decisions about modification of interactions and/or instruction based on that reflection. |
| 8.01 | (2) | (b) | (iv) | adapt strategies and environments to reflect a democratic learning community that meets the individual needs of children, including: |
| 8.01 | (2) | (b) | (iv) | (a) integrating the curriculum with individualized educational plans (IEP) or individualized family service plans (IFSP) which address the special needs of eligible children. |
| 8.01 | (2) | (b) | (iv) | (b) organizing space and selecting and using materials to encourage active involvement, cooperation, play and learning; |
| 8.01 | (2) | (b) | (iv) | (c) using the outdoor environment and natural settings as an integral part of the child's learning. |
| 8.01 | (2) | (b) | (v) | use individual and group guidance and problem solving techniques to develop positive and supportive relationships with and among children and to promote children's self-discipline, self-esteem, and conflict-resolution strategies. |
| 8.01 | (2) | (c) | | Family and community relationships |
| 8.01 | (2) | (c) | (i) | communicate effectively and develop partnerships with families to provide support in making decisions related to child development and learning. |
| 8.01 | (2) | (c) | (ii) | actively collaborate with family members, other professionals, agencies and community resources to support the development and well-being of children and families. |
| 8.01 | (2) | (c) | (iii) | demonstrate sensitivity to differences in family structures, social and cultural backgrounds and linguistic differences,, and make accommodations for societal influences on child and family development and learning. |

8.01	(2)	(c)	(iv)	provide support to families of all young children encountering change and transitions within and among various programs and systems.
8.01	(2)	(d)		Professionalism
8.01	(2)	(d)	(i)	actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
8.01	(2)	(d)	(ii)	establish and maintain positive, collaborative relationships with families, colleagues, other professionals and work effectively as a team member.
8.01	(2)	(d)	(iii)	advocate for young children and their families and improve the quality of programs and services for young children.
8.01	(2)	(d)	(iv)	capitalize on and strengthen the skills and expertise of other adults in the learning environment.
8.01	(2)	(e)		Assessment
8.01	(2)	(e)	(i)	use assessment in guiding his/her work, informing his/her practice, and facilitating young children's participation in self-reflection and self-assessment.
8.01	(2)	(e)	(ii)	observe, record, and assess young children's cognitive, social, emotional, communicative, motor, adaptive, and aesthetic development over time and in a variety of settings through:
8.01	(2)	(e)	(ii) (a)	the forms of children's responses.
8.01	(2)	(e)	(ii) (b)	the process children employ in solving problems, arriving at answers, and creating products.
8.01	(2)	(e)	(ii) (c)	children's dispositions, to include, but not limited to persistence, curiosity, risk-taking, motivation to learn, excitement about learning.
8.01	(2)	(e)	(iii)	use a variety of assessment strategies, including:
8.01	(2)	(e)	(iii) (a)	ongoing observations, divergent questions, and listening to understand what and how children are thinking.
8.01	(2)	(e)	(iii) (b)	systematic procedures such as running records, event and time sampling, and developmental checklists.
8.01	(2)	(e)	(iii) (c)	systematic sampling of children's work, performances, and dispositions, including collecting examples of conversations, writing, art works, audio tapes of oral language and/or reading, dictated stories, literature responses, social interactions, emotional responses.
8.01	(2)	(e)	(iv)	work with families as active participants and guides in the assessment process.

- 8.01 (2) (e) (v) select, evaluate and use appropriate assessments for specific cultural groups, and diverse learners, including children with special needs.
- 8.01 (2) (e) (vi) communicate the results of assessment for the purpose of program planning, student referral and implementation of the IEP and IFSP.
- 8.01 (3) Field experiences: The early childhood teacher education student shall:
- 8.01 (3) (a) complete the field experience requirements as prescribed in sections 17.01 (6) -17.01 (6) (h) of these Rules.
- 8.01 (3) (b) in addition to the requirements specified in a. above, the student shall:
- 8.01 (3) (b) (i) complete early and on-going field experiences in public and private early childhood centers, schools and community agencies serving young children and families.
- 8.01 (3) (b) (ii) work effectively over time with children of diverse ages (infants, toddlers, preschoolers, and primary age), with children of diverse abilities, and with children and their families reflecting cultural and linguistic diversity. Work shall occur in inclusive settings.
- 8.01 (3) (b) (iii) demonstrate the ability to work effectively during full-time supervised student teaching and/or practicum experiences in at least two different inclusive settings, serving children of two different age groups (infant/Toddler, preschool, or primary age) and with varying abilities.

8.02 To be endorsed in **Middle Childhood Education**, ages 6-12, (elementary), an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, academic preparation in the middle childhood core curriculum, and an approved program in middle childhood education designed to develop knowledge and skills in the following areas:

- 8.02 (1) Knowledge: The middle childhood educator has knowledge of:
- 8.02 (1) (a) Curriculum development and instruction
 - 8.02 (1) (a) (i) the middle childhood core curriculum and related student content standards including: language and literacy (reading, writing, speaking, listening, and viewing); science, mathematics, social studies, arts and humanities, health, physical education and technology.
 - 8.02 (1) (a) (ii) reflective and critical thinking, problem-solving, and decision-making skills within and across disciplines.
 - 8.02 (1) (a) (iii) a wide variety of instructional strategies which promote curricular integration, to include but not limited to direct instruction, cooperative/collaborative learning, and inquiry/discovery learning.

- 8.02 (1) (a) (iv) a wide variety of materials, both print and nonprint, and technology which support curricular integration.
- 8.02 (1) (b) Child development and learning.
- 8.02 (1) (b) (i) theories of child development and learning, including stages of literacy (reading, writing, spelling, and mathematics), language and communication (speaking, listening, and viewing), and exceptional and typical learners.
- 8.02 (1) (b) (ii) the effects of social, emotional, behavioral, physical, gender, and cultural influences on development and learning, including but not limited to English proficiency, poverty, and the culture of the home and school environment (ages, reactions, interests, and influences).
- 8.02 (1) (c) Classroom environment
- 8.02 (1) (c) (i) characteristics of individual and group behavior that are conducive to learning or which interfere with instruction and learning.
- 8.02 (1) (c) (ii) time-management techniques which are developmentally appropriate.
- 8.02 (1) (c) (iii) the important effects that classroom climate has on behavior and learning.
- 8.02 (1) (d) Assessment
- 8.02 (1) (d) (i) that assessment is continuing, on-going, informs instruction, and is responsive to student content standards.
- 8.02 (1) (d) (ii) that student involvement in assessment is essential.
- 8.02 (1) (d) (iii) that a variety of formal and informal assessments must be used.
- 8.02 (1) (d) (iv) the appropriateness of various assessments and techniques for diverse populations and developmental levels.
- 8.02 (2) Performances: The middle childhood educator is able to:
- 8.02 (2) (a) Curriculum development and instruction
- 8.02 (2) (a) (i) design and implement an integrated curriculum based upon the core curriculum and student content standards.
- 8.02 (2) (a) (ii) select and use materials and technology which support a wide variety of instructional strategies.
- 8.02 (2) (a) (iii) utilize activities that stimulate reflective, creative, and critical thinking, problem-solving and decision-making skills within and across disciplines.
- 8.02 (2) (a) (iv) demonstrate a wide variety of instructional strategies that promote learning through curricular integration.

- 8.02 (2) (b) Child development and learning
 - 8.02 (2) (b) (i) differentiate instruction that complements developmental, intellectual, gender, social, emotional, behavioral, and cultural needs.
 - 8.02 (2) (b) (ii) use the stages of language and mathematics literacy development when making instructional decisions.
 - 8.02 (2) (b) (iii) communicate student learning progress and the rationale for the instructional program to students, parents, and other professionals.
- 8.02 (2) (c) Classroom environment
 - 8.02 (2) (c) (i) create and manage a classroom environment which is responsive to individual needs and student choice and interest.
 - 8.02 (2) (c) (ii) identify and respond to individual and class behaviors that are conducive to or interfere with learning.
 - 8.02 (2) (c) (iii) demonstrate a repertoire and continuum of strategies to encourage behaviors that enhance learning and discourage those that disrupt learning.
- 8.02 (2) (d) Assessment
 - 8.02 (2) (d) (i) uses a variety of assessments which are developmentally appropriate, responsive to the needs of diverse learners, involve students in the assessment process, and are inclusive of student content standards.
 - 8.02 (2) (d) (ii) analyze the data from various assessments and use the results to inform instruction.
 - 8.02 (2) (d) (iii) communicate effectively with students, parents, and other professionals concerning assessments and student performance.
- 8.02 (3) Field experiences: The middle childhood teacher education student shall:
 - 8.02 (3) (a) complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these Rules.
 - 8.02 (3) (b) in addition to the requirements specified in 8.02 (3) (a) above, the student shall successfully complete a student teaching experience or practicum that shall take place in partnership with a cooperating teacher or team.
- 8.03** To be endorsed in **Agriculture and Renewable Natural Resources Education**, early adolescence: ages 11-15, or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as described in section 5.00 of the State Board of Education Rules, and an approved program in Agriculture and Renewable Natural Resources Education designed to develop knowledge and skills in the following areas:
 - 8.03 (1) Knowledge: The Agriculture and Renewable Natural Resources teacher:

- 8.03 (1) (a) shall have extensive preparation in agriculture and renewable natural resources and demonstrate knowledge in all of the following areas: agriculture communications and policy; agriculture mechanical technology; environmental horticulture; agriculture business management and marketing; environmental and natural resources; food science; food and fiber production; agriculture science and biotechnology; and forestry.
- 8.03 (1) (b) shall complete an area of concentration in and demonstrate skills in one or more of the following areas:
- 8.03 (1) (b) (i) agriculture communications and policy to include, but not limited to the following instructional areas: agricultural journalism; public speaking; computer technology; mass communications; utilization of technology in communication; technical writing; agricultural economics; agricultural law and environmental policy.
- 8.03 (1) (b) (ii) agricultural mechanical technology to include, but not limited to the following instructional areas: power transmission; irrigation systems; soil conservation; agricultural sales and service; agricultural construction and maintenance.
- 8.03 (1) (b) (iii) environmental horticulture to include, but not limited to the following instructional areas: greenhouse management; nursery management; turf management; horticulture; sales and services, landscape design and ornamental horticulture.
- 8.03 (1) (b) (iv) agricultural business management and marketing to include, but not limited to the following instructional areas: economics; accounting; finance; statistics; agriculture policy, agriculture business management, agriculture marketing, and agriculture sales and service
- 8.03 (1) (b) (v) environmental and natural resources to include, but not limited to the following instructional areas: soil science; policy and law; fishery and wildlife biology; natural resource economics; chemistry; natural resources and environmental management; and water and air quality.
- 8.03 (1) (b) (vi) food science to include, but not limited to the following instructional areas: quality control; food processing; food chemistry and analysis; and human nutrition.
- 8.03 (1) (b) (vii) food and fiber production to include, but not limited to the following instructional areas: crop science; animal science; soil science; agricultural production management; agriculture business management; agriculture marketing; related mechanical practices.
- 8.03 (1) (b) (viii) agriculture science and biotechnology to include, but not limited to the following instructional areas: crop science; animal science; genetics; chemistry; research skills; cell biology; microbiology; molecular biology; biochemistry; and regulatory practices.
- 8.03 (1) (b) (ix) forestry to include, but not limited to the following instructional areas: statistics; silviculture; resource management; forest biology; forest hydrology; forest engineering; disease and pest control; dendrology; and soil science.
- 8.03 (2) Performances: The Agriculture and Renewable Natural Resources teacher is able to:

- 8.03 (2) (a) establish and maintain active advisory committees composed of local business/industry representatives to guide the work in curriculum development and resources for the placement of students.
- 8.03 (2) (b) ensure that students' work meets industry standards and that students are aware of current issues in the field.
- 8.03 (2) (c) demonstrate proficiency in the acquisition and allocation of resources such as time, money, materials, facilities and human resources from and within the school, community, and industry.
- 8.03 (2) (d) provide experiences in simulated or real work-place environments that provide students with firsthand experiences and enable them to gain perspective for career decision making.
- 8.03 (2) (e) create a variety of experiences for students to take action, assume responsibility, exercise leadership and develop initiative, through services organizations and the vocational student organizations: National FFA And State FFA.
- 8.03 (2) (f) provide a variety of opportunities with integration of applications and curriculum knowledge for the student.
- 8.03 (2) (g) demonstrate the ability to evaluate, select, design and use a wide range of educational technology.
- 8.03 (2) (h) introduce, reinforce, or raise to a higher level the important general education concepts through demonstrating their practical application in work-place contexts and coordinating instruction with general education teachers.
- 8.03 (2) (i) present and discuss controversial issues in the instructional setting with clarity and without bias.
- 8.03 (2) (j) manage all student work in a safe and prudent fashion, and guide students in the safe use of tools and equipment, systems, and processes in school-based and work-based environments.
- 8.03 (2) (k) demonstrate skill in curriculum development and instructional design by:
 - 8.03 (2) (k) (i) integrating curriculum materials and experiences that help students apply problem solving, decision making, and other higher order thinking skills.
 - 8.03 (2) (k) (ii) planning and preparing a sequenced course of study that includes: goals, objectives, daily lesson plans, classroom materials, teaching strategies, safety consideration, and assessment plans.
- 8.03 (2) (l) work as a team member with academic and other occupational educators to develop and implement opportunities for the integration of knowledge and skills across curricular disciplines.
- 8.03 (2) (m) employ good interpersonal and organizational skills to develop an ongoing professional and cooperative relationship with community, business, and industry partners.

- 8.03 (3) Student organizations: The Agriculture and Renewable Natural Resources teacher shall have preparation specific to an agricultural student organization to include, but not limited to: parliamentary procedure; public speaking; organizational management; leadership; awards and recognition programs; community service programs.
- 8.03 (4) Field Experiences: The Agriculture and Renewable Natural Resources teacher shall complete the field experience requirements as prescribed in sections 17.01 (6) -17.01 (6) (h) of these rules.

8.04 Art. To be endorsed in Art, an applicant shall have completed the Approved Program of Professional Education prescribed in section 2.03 (2) and an approved program in art designed to develop knowledge and skills in the following:

- 8.04 (1) Art history, including a historical and comprehensive study of art as it relates to man and culture.
- 8.04 (2) Concept development in appreciation of the arts -- music, dance, drama, and visual arts -- to include: an understanding and appreciation of the arts in contemporary and past cultures with emphasis on the relationship of the arts to the culture in which they were produced and their influence on subsequent cultures; and knowledge and understanding of philosophical aspects of the nature of the arts and the contributions to the individual and society in the areas of drawing, painting, and two- and three- dimensional design.
- 8.04 (3) Concentration of preparation in one of the following areas: art history; drawing; painting; sculpture; photography; printmaking; fibers; ceramics; jewelry; crafts; and communication arts.
- 8.04 (4) A knowledge of all areas prescribed in Section 8.04 (3).
- 8.04 (5) Critical analysis and evaluation of studio art forms.

8.05 To be endorsed in **Business/Marketing Education**, early adolescence: ages 11-15, or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education rules, and an approved program in Business/Marketing Education designed to develop knowledge and skills in the following areas:

- 8.05 (1) Knowledge: The Business/Marketing educator knows:
 - 8.05 (1) (a) economics, including labor market conditions, micro-, and macro-economic factors of a domestic and global economy.
 - 8.05 (1) (b) technologies in telecommunication, computerization and information management.
 - 8.05 (1) (c) accounting and finance, and the basic functions of auditing, banking, investments and risk taking.
 - 8.05 (1) (d) personnel and human resource management including hiring, development, compensation , and employee relations.
 - 8.05 (1) (e) business communications and report writing with emphasis on written communication and presentation of reports.

- 8.05 (1) (f) business law as it relates to sales contracts, consumer law, employment, business organization, and commercial paper.
- 8.05 (1) (g) basic and employment skills for selection and classification of personnel necessary to function in the workplace.
- 8.05 (1) (h) the structure of career and technical education classrooms and related key legislation.
- 8.05 (1) (i) occupational clusters common to different careers and the skills and nature of work for those clusters as they relate to the new businesses and established firms.
- 8.05 (1) (j) vocational student organizations and how to integrate leadership development into the classroom curriculum.
- 8.05 (1) (k) the philosophy and objectives of career/technical education and the coordination of cooperative/internship programs and business/industry partnerships.
- 8.05 (1) (l) program design and activities that integrate academics and career/technical content to assist students with the key issues, concepts, competencies and skills necessary for work in a specific industry or employment in general.
- 8.05 (2) **Knowledge: The Business/Marketing educator knows:**
- 8.05 (2) (a) marketing principles and practices of buyer analysis including development and distribution of products and services.
- 8.05 (2) (b) retailing institutions and markets, their problems and operations.
- 8.05 (2) (c) sales, involving persuasive personal communications for consumer and industrial products and services.
- 8.05 (2) (d) international markets and their development for marketing across national and international boundaries.
- 8.05 (2) (e) the core principles of customer service, product promotion, pricing, and market research.
- 8.05 (3) **Performances: The Business/Marketing educator is able to:**
- 8.05 (3) (a) establish and maintain active advisory committees composed of local business/industry representatives to guide their work in curriculum and in developing simulated and off-site experiences for student.
- 8.05 (3) (b) ensure that students' work meets industry standards and that students are aware of current issues in the field.
- 8.05 (3) (c) develop resources from and within the community and the school itself.
- 8.05 (3) (d) provide experiences in simulated or real workplace environments that provide students with firsthand experience and enable them to gain perspective for career decision making.

- 8.05 (3) (e) create a variety of experiences for students to take action, assume responsibility, exercise leadership and develop initiative, through service organizations or school organizations such as vocational student organizations.
- 8.05 (3) (f) provide information required for entrepreneurship associated with starting, owning and managing a business, including labor-management relations and interactions of business with government, i.e. tax and insurance regulations.
- 8.05 (3) (g) provide a variety of opportunities with integration of applications and curriculum knowledge for the student.
- 8.05 (3) (h) organize and develop a comprehensive articulated program between the high school and post secondary level.
- 8.05 (3) (i) select and utilize a wide variety of teaching methods and techniques.
- 8.05 (4) **Field Experiences:**
- 8.05 (4) (a) The Business/Marketing educator shall have completed a field experience in business and industry that provides a general career/technical knowledge about the world of work and the skill and processes that cut across industries, as well as industry- specific knowledge.
- 8.05 (4) (b) The Business/Marketing educator shall complete the field experience requirements as prescribed in section 17.01 for one semester.
- 8.05 (4) (c) To receive an endorsement for Business and Marketing the educator shall complete the field experience requirement as prescribed in section 17.01 with one-half of the assignment in each endorsement area for one semester.

8.06 (Rule number reserved.)

8.07 Drama. To be endorsed in Drama, an applicant shall have completed the Approved Program of Professional Education as prescribed in section 2.03 (2) and an approved program in drama designed to develop knowledge and skills in the following areas:

- 8.07 (1) Theatre history, including western and nonwestern theatre.
- 8.07 (2) Dramatic literature, specifically: analysis and criticism, dramatic styles, reflection and impact of social implications, and developing aesthetic sensitivity.
- 8.07 (3) Acting, specifically: basic acting, acting styles, characterization, stage movement, performance, experience, and developing aesthetic sensitivity.
- 8.07 (4) Stage and movement and dance, including choreography and movement fundamentals.
- 8.07 (5) Technical theatre, including makeup, lighting, stagecraft, costumes, and publicity.
- 8.07 (6) Directing, specifically: basic techniques of directing, audience analysis, directing styles, and children's theatre.

- 8.07 (7) Methods of teaching theatre, specifically: creative drama, selection and production of theatre in the school, festival direction and participation, performance evaluation, simulation, and roleplaying.

8.08 Driver Education. To be endorsed in Driver Education, an applicant shall have completed the Approved Program of Professional Education as prescribed in section 2.03 (2) and an approved program in driver education designed to develop knowledge and skills in the following areas:

- 8.08 (1) The general principles of accident causation and prevention, including first aid.
- 8.08 (2) The nature of the driving task and knowledge and skills to operate a motor vehicle in basic and advanced driving maneuvers with emphasis on perceptual and decision-making skills.
- 8.08 (3) The characteristics of the highway transportation systems, their relationship to accident causation, and the nature of programs that exist to improve the effectiveness of the system.
- 8.08 (4) The physiological and psychological influences of alcohol and drugs as they relate to the highway transportation system.
- 8.08 (5) The preventative maintenance of a motor vehicle with an emphasis on systems and subsystems critical to safe operation.
- 8.08 (6) Preparation and/or experience in classroom and on-the-street teaching including student assessment, writing of objectives, designing of learning experiences, and evaluations.
- 8.08 (7) Preparation and/or experience in multiple-vehicle driving range and driving simulation.
- 8.08 (8) Organization and administration of driver and traffic safety education programs.
- 8.08 (9) Preparation and/or experience in motorcycle safety education.

8.09 English Language Arts Education early adolescence: ages 11-15 or young adult: ages 14-18+. To be endorsed in English language arts education, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in English language arts designed to develop knowledge and skills in the following areas:

- 8.09 (1) Knowledge: The English language arts educator :
- 8.09 (1) (a) knows that literacy is essential to life-long learning and that it helps to develop an understanding of the human experience.
- 8.09 (1) (b) has extensive knowledge of the content and relationships among the English language arts: language, literature and the strategic uses of reading, writing, speaking, listening, and viewing.
- 8.09 (1) (c) knows that to become literate is to be empowered in a democratic society organized around the free exchange of ideas and knows how to foster that exchange in the school community.

8.09	(1)	(d)	has and continues to develop knowledge in the following areas:	
8.09	(1)	(d)	(i)	Language, including acquisition and development of languages, history and structure of the English language, psycholinguistics and sociolinguistics, and effects of the language of the home on the development of English language skills.
8.09	(1)	(d)	(ii)	Literature, including
8.09	(1)	(d)	(ii)	(a) knowledge of an expansive and balanced array of literary works, authors and genres including traditional and contemporary; american, british and world literature; young adult literature; literature authored and/or characterized by ethnicity and gender;
8.09	(1)	(d)	(ii)	(b) literary traditions, theories, and criticism.
8.09	(1)	(d)	(iii)	Reading, including
8.09	(1)	(d)	(iii)	(a) strategies for different purposes and materials;
8.09	(1)	(d)	(iii)	(b) strategies for the creation and discovery of meaning from texts;
8.09	(1)	(d)	(iii)	(c) strategies for the comprehension, interpretation, and evaluation of texts.
8.09	(1)	(d)	(iii)	(d) the developmental continuum of the reading process;
8.09	(1)	(d)	(iii)	(e) the synergistic relationship between reading and writing.
8.09	(1)	(d)	(iv)	Written communication, including
8.09	(1)	(d)	(iv)	(a) the need to write for different purposes and audiences in a variety of genres.
8.09	(1)	(d)	(iv)	(b) writing processes (plan, draft, revise, proofread, edit);
8.09	(1)	(d)	(iv)	(c) conventions of written language;
8.09	(1)	(d)	(iv)	(d) application of thinking skills (problem solving, analysis; synthesis, evaluation);
8.09	(1)	(d)	(iv)	(e) use of technology as a tool for accessing information.
8.09	(1)	(d)	(v)	Oral communication, including
8.09	(1)	(d)	(v)	(a) strategies for communicating for different purposes and audiences in a variety of forms;
8.09	(1)	(d)	(v)	(b) elements of the oral communication process including, but not limited to, researching, organizing, presenting, utilizing feedback;

8.09	(1)	(d)	(v)	(c)	elements of effective communication including, but not limited to, clarity of thought and speech, appropriateness of language, effective use of voice and articulation, listening skills;
8.09	(1)	(d)	(v)	(d)	listening and speaking as complementary processes in complete communication.
8.09	(1)	(d)	(vi)		Visual communication and information processing, including
8.09	(1)	(d)	(vi)	(a)	the active and constructive nature of viewing and visually representing to understand and create meaning;
8.09	(1)	(d)	(vi)	(b)	techniques for the critical evaluation of information, media and technology;
8.09	(1)	(d)	(vi)	(c)	the changing nature of technological resources for accessing, selecting, and applying information;
8.09	(1)	(d)	(vi)	(d)	the influence of the mode of representation on content.
8.09	(1)	(d)	(vii)		Assessment including:
8.09	(1)	(d)	(vii)	(a)	assessment tools appropriate to the English language arts classroom, such as the use and evaluation of portfolios, reflection on practice and self-evaluation;
8.09	(1)	(d)	(vii)	(b)	understanding the relationships among standards, assessments, curricula, and instructional strategies.
8.09	(2)				Performances: The English language arts educator is able to:
8.09	(2)	(a)			provide students with extensive opportunities to acquire, use and evaluate language and literature through reading, writing, speaking, listening, and viewing.
8.09	(2)	(b)			demonstrate and promote a commitment to the development and use of literacy.
8.09	(2)	(c)			select, adapt, and create resources based on curricular needs and an assessment of student needs, adolescent development, and language acquisition.
8.09	(2)	(d)			develop materials and activities that foster the synergistic relationship of the language arts.
8.09	(2)	(e)			employ reflection and feedback to refine instruction and materials.
8.09	(2)	(f)			help students to use the language arts to identify, define, and investigate questions, issues and problems.
8.09	(2)	(g)			demonstrate mastery of oral and written language.
8.09	(2)	(h)			participate with students as a co-learner in the English language arts.

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| 8.09 | (2) | (i) | create inclusive, caring, challenging environments in which fairness, equity, and diversity are valued. |
| 8.09 | (2) | (j) | aid students whose first language is other than English to develop fluency and competence in English language arts. |
| 8.09 | (2) | (k) | demonstrate familiarity with student content standards at the district, state, and national levels. |
| 8.09 | (2) | (l) | make classroom decisions on curriculum and activities based on an understanding of students as individual learners. |
| 8.09 | (2) | (m) | Language: |
| 8.09 | (2) | (m) (i) | select, adapt, and create resources that demonstrate an understanding of patterns of adolescent development and language acquisition and that support active student exploration of language. |
| 8.09 | (2) | (m) (ii) | guide students in developing knowledge of and an appreciation for the history, structure, and evolving nature of the English language. |
| 8.09 | (2) | (m) (iii) | make students aware of appropriate variations in language depending on purpose and audience, by |
| 8.09 | (2) | (m) (iii) (a) | explaining the conventions of standard English (usage, grammar, spelling and syntax) and expecting their use when appropriate and necessary. |
| 8.09 | (2) | (m) (iii) (b) | affirming diversity of language experience, cultural background and ethnic heritage as a resource to be explored for understanding one another. |
| 8.09 | (2) | (n) | Literature: |
| 8.09 | (2) | (n) (i) | demonstrate that literature is central to the humanities and provides a shared reference point from which questions of values, attitudes, and beliefs can be explored. |
| 8.09 | (2) | (n) (ii) | demonstrate and encourage enjoyment, appreciation and critical understanding of a variety of literary types, styles, themes and histories. |
| 8.09 | (2) | (n) (iii) | select, adapt and create curricular resources and activities that: |
| 8.09 | (2) | (n) (iii) (a) | support active student exploration, analysis, interpretation, and evaluation of literature; |
| 8.09 | (2) | (n) (iii) (b) | provide opportunities for all students to demonstrate their comprehension, interpretation, and appreciation of literature; |
| 8.09 | (2) | (n) (iii) (c) | encourage students to use a variety of forms, both formal and informal, to respond to literature |

8.09	(2)	(n)	(iv)	use a wide variety of texts that:
8.09	(2)	(n)	(iv)	(a) show an appreciation of literature that reflects the breadth and diversity of the human experience;
8.09	(2)	(n)	(iv)	(b) range from traditional print literature to nonprint texts; standard literary genres to other forms drawn from the popular culture; traditional works to contemporary works.
8.09	(2)	(n)	(v)	help students to analyze and evaluate literature by applying the vocabulary of literary analysis to specific texts.
8.09	(2)	(o)		Reading:
8.09	(2)	(o)	(i)	help students make sound choices for individual reading and encourage independent reading for both learning and pleasure.
8.09	(2)	(o)	(ii)	facilitate students' development of strategies for reading and comprehending texts.
8.09	(2)	(o)	(iii)	model expert reading and help students become effective readers who ask strategic questions, predict, infer, paraphrase, and summarize.
8.09	(2)	(o)	(iv)	encourage student growth and development of vocabulary and language use.
8.09	(2)	(o)		Oral and written communication:
8.09	(2)	(p)	(i)	immerse students in the art of writing and oral discourse for a variety of purposes and audiences.
8.09	(2)	(p)	(ii)	design instructional strategies that foster the development of writing and speaking processes and demonstrate the importance of speaking and writing for learning and communicating.
8.09	(2)	(p)	(iii)	foster thoughtful discourse that provides opportunities for students to apply communication strategies in authentic activities.
8.09	(2)	(p)	(iv)	develop student proficiency in the appropriate uses of oral and written language.
8.09	(2)	(p)	(v)	evaluate oral presentations and written products based upon an appropriate and clearly defined set of criteria that provides constructive feedback to students for improvement.
8.09	(2)	(q)		Visual communication and information processing:
8.09	(2)	(q)	(i)	help students acquire knowledge of strategies, resources, processes, and technologies.
8.09	(2)	(q)	(ii)	demonstrate confidence and competence in using film, television, appropriate software and technological tools.

- 8.09 (2) (q) (iii) help students use film, television, and emerging technologies.
- 8.09 (2) (q) (iv) lead students to select, analyze and evaluate visual and electronic texts as significant components of the English language arts.
- 8.09 (2) (r) Assessment:
- 8.09 (2) (r) (i) use a range of appropriate assessment methods including traditional and alternative assessments.
- 8.09 (2) (r) (ii) provide guidance in and opportunities for student interaction about reading, writing, speaking and listening.
- 8.09 (2) (r) (iii) help students present their growth and development through a variety of products such as portfolios, videos, film, written compositions, and presentations.
- 8.09 (2) (r) (iv) plan and implement instruction based on assessment of students' needs and district and state student standards for English language arts.
- 8.09 (2) (r) (v) effectively communicate assessment information to students, parents, other teachers and administrators.
- 8.09 (2) (r) (vi) encourage student participation in the development of assessment criteria.
- 8.09 (2) (r) (vii) assure that students know the evaluation criteria used in assessment.
- 8.09 (2) (r) (viii) develop and use assessments to evaluate and to improve the effectiveness of instruction and to guide the teacher's own professional growth.
- 8.09 (3) Field experiences: The English language arts teacher education student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these Rules.

8.10 Foreign Language. To be endorsed in a specific foreign language, an applicant shall have completed the Approved Program of Professional Education as prescribed in section 2.03 (2) and shall have met the following requirements:

- 8.10 (1) Completion of an approved program in a foreign language designed to develop knowledge and skills in the following areas:
 - 8.10 (1) (a) Phonology, conversation, linguistics, grammar, and composition.
 - 8.10 (1) (b) Culture of the language and the region, where applicable, including knowledge of art, music, literature, history, and geography.
 - 8.10 (1) (c) Customs and contemporary life styles of native speakers of the language.
- 8.10 (2) Preparation of teachers of classical languages will follow the preceding standards except that the emphasis may be on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversation objectives.

- 8.10 (3) Assurance from the college or university that the applicant has oral and written competency in the language or languages to be taught.

8.11 Health. To be endorsed in Health, an applicant shall have completed the Approved Program in Professional Education as prescribed in section 2.03 (2) and an approved program in health designed to develop knowledge and skills in the following areas:

- 8.11 (1) Understanding of man's ecology and interaction with society, with studies in such fields as the biological and behavioral sciences.
- 8.11 (2) Understanding of health issues and health problems of the individual in society, such as: emotional and social health; alcohol, tobacco, and other drugs; nutrition; and communicable and noncommunicable diseases.
- 8.11 (3) Physical and psychological human growth and development and their relationship to the health instruction program including family life education and appraisal of health status of the individual.
- 8.11 (4) Evaluation of the validity and reliability of health information and resources.
- 8.11 (4) (a) Consumer health including intelligent selection of health products and health services, consumer protection agencies, health misconceptions and superstitions, health insurance plans and delivery systems.
- 8.11 (4) (b) The identification of emerging health problems and issues.
- 8.11 (5) Understanding of public health principles and the individual's responsibility in motivating and maintaining public health agencies and organizations, health careers, urban health problems, and disease prevention and control.
- 8.11 (6) An understanding of the dynamics of accidents and the conditions conducive to safe living.
- 8.11 (7) Organization and administration of school health programs.

8.12 To be endorsed in **Consumer And Family Studies Education**, early adolescence: ages 11-15 or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in Consumer and Family Studies designed to develop knowledge and skills in the following areas:

- 8.12 (1) Knowledge: The Consumer and Family Studies educator shall have in depth knowledge of:
- 8.12 (1) (a) Content to include:
- 8.12 (1) (a) (i) knowledge of consumer and family studies student organizations including but not limited to service learning and student leadership.
- 8.12 (1) (a) (ii) philosophy of vocational/technical education and knowledge of coordinating cooperative programs and business and industry partnerships.

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| 8.12 | (1) | (a) | (iii) | employment basics, employability skills as related to consumer and family studies career pathways, and qualities to function in the work place. |
| 8.12 | (1) | (a) | (iv) | recognition of the value of consumer and family studies professions and the importance of updating knowledge in the field through lifelong learning. |
| 8.12 | (1) | (a) | (v) | careers in consumer and family studies professions and related fields including but not limited to the service oriented industry, role of professional organizations, role of regulatory agencies, impact of technology, and opportunities for entrepreneurship. |
| 8.12 | (1) | (b) | | Interpersonal Relationships to include: |
| 8.12 | (1) | (b) | (i) | individual self concept, wellness, self-esteem, and responsible decision making in the areas including but not limited to substance abuse, sexuality, violence, and conflict resolution. |
| 8.12 | (1) | (b) | (ii) | personal goal setting, decision making, communication, leadership and teamwork skills, negotiation, and coping strategies to handle peer pressure, change, and crisis. |
| 8.12 | (1) | (b) | (iii) | cultural and lifestyle diversity, social issues, legal and ethical responsibilities including but not limited to emergency care. |
| 8.12 | (1) | (c) | | Human Development and Parenting to include: |
| 8.12 | (1) | (c) | (i) | description of the universal core values (i.e., caring, responsibility, respect, trust, family.) |
| 8.12 | (1) | (c) | (ii) | theories, principles, and sequences in development, prenatal through late adulthood; family structure and functions as they support and/or interfere with human development. |
| 8.12 | (1) | (c) | (iii) | cultural diversity, social issues, legal and ethical responsibility, and individual community differences. |
| 8.12 | (1) | (c) | (iv) | selection of a spouse, growing towards a parenting partnership, and choice of parenthood. |
| 8.12 | (1) | (c) | (v) | developmentally appropriate parenting skills including but not limited to nurturing, intellectual stimulation, health, nutrition/exercise, safety, and discipline. |
| 8.12 | (1) | (c) | (vi) | strategies for balancing work and family to become a productive member of society including time and financial management and evaluating family support services including but not limited to child and elder care. |
| 8.12 | (1) | (c) | (viii) | family as the basis of a strong society including but not limited to historical and cultural background of family structures, healthy marriages as a foundation of families, necessity of commitment and determination in building long lasting relationships and role expectations. |

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| 8.12 | (1) | (d) | Nutrition and Foods to include: |
| 8.12 | (1) | (d) | (i) food chemistry, preparation, packaging, food allergies, global market and biotechnology. |
| 8.12 | (1) | (d) | (ii) dietary adequacy, sources and functions of nutrients, nutritional, fitness/exercise, and wellness needs of various populations and lifestyles, and health and nutrition related claims and diseases. |
| 8.12 | (1) | (d) | (iii) sanitation and safety, including HACCP standards or comparable industrial sanitation standards. |
| 8.12 | (1) | (d) | (iv) use of tools and equipment, cooking methods and terminology, use and conversion of recipes, emerging technology of preparation and products, use and evaluation of convenience foods, and food preparation basic skills, portion control, and presentation. |
| 8.12 | (1) | (e) | Resource Management to include: |
| 8.12 | (1) | (e) | (i) personal finance management principles and skills including budgeting, banking, savings and investments, use of credit, insurance, and taxes considering public policy, legislation and economic conditions. |
| 8.12 | (1) | (e) | (ii) consumer market skills including rights and responsibilities, laws, comparative shopping, advertising, and complaints. |
| 8.12 | (1) | (e) | (iii) consumer resource management skills integrating and evaluating values and goals, community resources, decision making, information, technology, and human resources. |
| 8.12 | (1) | (e) | (iv) interaction of consumer decisions and policies focusing on housing, clothing, transportation, energy conservation, and environmental issues. |
| 8.12 | (1) | (e) | (v) principles and elements of design as applied to clothing and housing environment, selection, and consideration including but not limited to historical, psychological, physical, social, and cultural needs. |
| 8.12 | (1) | (e) | (vi) selection, use, care, and disposal of fibers, fabrics, and finishes specifically applied to clothing and housing environment. |
| 8.12 | (2) | | Performances: The Consumer and Family Studies educator is able to: |
| 8.12 | (2) | (a) | demonstrate the use of a variety of resources, laboratory and natural settings, and technological resources with students. |
| 8.12 | (2) | (b) | establish and maintain an active advisory committee and consumer and family studies student organizations in compliance with state and federal laws. |
| 8.12 | (2) | (c) | present, facilitate, and discuss controversial issues in the classroom and without bias in compliance with local school district policies using decision making strategies. |

- 8.12 (2) (d) utilize and demonstrate proficiency in the integration of contemporary technologies, instructional strategies, and assessment strategies appropriate to consumer and family studies education and the level of the learner.
- 8.12 (2) (e) demonstrate connections in consumer and family studies curriculum, instruction, and assessment to academic standards.
- 8.12 (2) (f) demonstrate safety practices when supervising and instructing students in laboratory and classroom settings and monitoring consumer and family studies student organization activities including:
 - 8.12 (2) (f) (i) instruction and supervision of children in simulated or actual settings for instructional purposes.
 - 8.12 (2) (f) (ii) proper use, storage, and disposal or maintenance of food.
 - 8.12 (2) (f) (iii) supervision of students during community service, travel, conferences, and related instructional consumer and family studies activities.
- 8.12 (2) (g) evaluate, purchase, and maintain an inventory of laboratory equipment, technology, materials, hazardous products, and procedures.
- 8.12 (3) Field Experiences: The Consumer and Family Studies educator student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these rules.

8.13 To be endorsed in **Technology Education**, early adolescence: ages 11-15 or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in Technology Education designed to develop knowledge and skills in the following areas:

- 8.13 (1) Knowledge: The beginning technology educator shall have:
 - 8.13 (1) (a) a basic understanding of the history of technology education and the historical development and trends of technology and technology education.
 - 8.13 (1) (b) an extensive preparation in technology systems and processes and demonstrate applied knowledge with respect to the following areas.
 - 8.13 (1) (b) (i) communications/information - including verbal, written, graphic, and electronic components.
 - 8.13 (1) (b) (ii) transportation - including power, energy, mechanical systems, and land/sea/air/space transportation of people and materials.
 - 8.13 (1) (b) (iii) production - including construction, manufacturing, authoring, design, and prototyping
 - 8.13 (1) (c) additional preparation and demonstrate applied knowledge in the natural physical sciences, including environmental, as used in technological systems and processes.

- 8.13 (1) (d) additional preparation and demonstrate applied knowledge in mathematics as used in technological systems and processes.
- 8.13 (1) (e) extensive preparation in the principles of contextual learning methodology.
- 8.13 (1) (f) a knowledge and understanding of workforce preparation documents and employability skills and standards.
- 8.13 (1) (g) a basic understanding of the principles of high principles of high productivity organizations from business and industry.
- 8.13 (1) (h) a basic understanding of the economic, political, and legal consequences inherent within the application of technological systems and processes to our society.
- 8.13 (1) (i) extensive preparation in application of the various tools accessible by students to facilitate improved self-learning.
- 8.13 (1) (j) a basic understanding of the methodologies of research into projected developments and applications of emerging technologies.
- 8.13 (1) (k) an understanding of good questioning skills and techniques to be used with students and peers to collect, organize, and interpret information.
- 8.13 (1) (l) the knowledge and understanding to organize and manage a student organization.
- 8.13 (2) Performances: The beginning technology educator is able to:
- 8.13 (2) (a) manage all student work areas in a safe and prudent manner and guide students in the safe use of tools, systems, and processes in school-based and work-based learning sites.
- 8.13 (2) (b) guide students to become knowledgeable in:
 - 8.13 (2) (b) (i) application of academic concepts from math, science, and communications as it applies to technological systems and processes.
 - 8.13 (2) (b) (ii) allocation of resources such as time, money, materials, facilities, and human resources.
 - 8.13 (2) (b) (iii) acquisition, evaluation, organization, interpretation, and communication of information related to technological systems and processes.
 - 8.13 (2) (b) (iv) selection and application of technology appropriate to tasks.
 - 8.13 (2) (b) (v) the maintenance of systems of information, technology, and personal records.
 - 8.13 (2) (b) (vi) application of relevant conflict resolution techniques as applied to the workplace.
- 8.13 (2) (c) work as a team member in conjunction with academic and other occupational educators to develop systems that support learning across curricular disciplines.
- 8.13 (2) (d) demonstrate competency in the management of equipment, materials, supplies, and people.

- 8.13 (2) (e) demonstrate good questioning skills and techniques to be used with students and peers to collect, organize, and interpret information.
- 8.13 (2) (f) employ interpersonal and organizational skills to develop an ongoing working relationship with community business and industry partners.
- 8.13 (2) (g) communicate the possible career pathways for students entering an occupation in the communications, transportation, production, and environmental areas.
- 8.13 (2) (h) guide students in the use of communication technologies to research occupational clusters occupational opportunities.
- 8.13 (2) (i) guide students to develop problem solving techniques or adopt problem solving techniques from other sources.
- 8.13 (2) (j) demonstrate the proper use of tools, systems, and processes appropriate to the course content with respect to the acceptable standards of business and industry.
- 8.13 (2) (k) construct individual and cooperative learning experiences which integrate school-based and work-based learning for students utilizing student-centered approaches.
- 8.13 (2) (1) reinforce the academic concepts through demonstrating their practical applications.
- 8.13 (3) Field Experiences: The beginning technology teacher educator student shall complete the field experience requirements as prescribed in sections 17.01 (6) and 17.01 (6) (h) of these rules.

8.14 To be endorsed in **Mathematics Education**, early adolescence: ages 11-15 or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in mathematics designed to develop knowledge and skills in the following areas:

- 8.14 (1) Knowledge: The mathematics educator knows:
- 8.14 (1) (a) History of mathematics: the historical development of mathematics that includes the contributions of under-represented groups and diverse cultures.
- 8.14 (1) (b) Number systems, number theory, and algebraic structures to include:
 - 8.14 (1) (b) (i) number sense including mental mathematics, estimation, and reasonableness of results
 - 8.14 (1) (b) (ii) basic number theory and the role of algorithms
 - 8.14 (1) (b) (iii) the theory and applications of abstract and linear algebra
- 8.14 (1) (c) Functions to include:
 - 8.14 (1) (c) (i) precise mathematical language and symbolism

8.14	(1)	(c)	(ii)	concept of functions as a unifying idea in mathematics
8.14	(1)	(c)	(iii)	polynomial, rational, algebraic, and transcendental functions and their applications.
8.14	(1)	(c)	(iv)	different representations of functions: tabular, graphical, symbolic, verbal and how to move among these representations
8.14	(1)	(c)	(v)	distinction between continuous and discrete approaches in the solution of mathematical problems
8.14	(1)	(d)		Geometry and measurement to include:
8.14	(1)	(d)	(i)	solid foundation in the basics of euclidean geometry in two and three dimensions
8.14	(1)	(d)	(ii)	geometric investigations through two- and three-dimensional physical models, drawings, and computer/calculator graphics
8.14	(1)	(d)	(iii)	synthetic, coordinate, transformational, and vector geometry with an emphasis on solving problems
8.14	(1)	(d)	(iv)	geometric reasoning both formal and informal using the van hiele hierarchy
8.14	(1)	(d)	(v)	role of the axiomatic method and proof
8.14	(1)	(d)	(vi)	role of non-euclidean geometries
8.14	(1)	(d)	(vii)	connections of geometry to other math disciplines especially between algebra and geometry
8.14	(1)	(d)	(viii)	attributes of measurement including length, area, volume, capacity, time, temperature, angles, weight, and mass
8.14	(1)	(d)	(ix)	standard and nonstandard units of measurement including both metric and U. S. customary
8.14	(1)	(d)	(x)	derivations of the formulas for the perimeter, area, and volume of common figures
8.14	(1)	(d)	(xi)	indirect measurement and its applications
8.14	(1)	(d)	(xii)	dimensional analysis
8.14	(1)	(e)		Statistics and probability to include:
8.14	(1)	(e)	(i)	descriptive and inferential statistics and probability from both experimental and theoretical viewpoints
8.14	(1)	(e)	(ii)	discrete and continuous probability distributions and use of such distributions to make inferences about probability

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| 8.14 | (1) | (e) | (iii) | collecting, organizing, analyzing, and interpreting data and communication of the results |
| 8.14 | (1) | (e) | (iv) | exploratory data analysis including measures of central tendency, measures of variation, and general distributions. |
| 8.14 | (1) | (e) | (v) | multiple representations of data including stem-and-leaf and box plots |
| 8.14 | (1) | (e) | (vi) | confidence intervals, hypothesis testing, correlation, and regression |
| 8.14 | (1) | (e) | (vii) | simulation as a problem-solving technique for making decisions |
| 8.14 | (1) | (e) | (viii) | empirical probability using both hands-on and computer simulations |
| 8.14 | (1) | (e) | (ix) | theoretical probability |
| 8.14 | (1) | (e) | (x) | geometric probability |
| 8.14 | (1) | (e) | (xi) | potential misuses of statistics and common misconceptions of probability |
| 8.14 | (1) | (f) | | Mathematical models which arise in the physical or biological sciences and in areas related to population dynamics, economics, or scheduling problems such as traffic flow. |
| 8.14 | (1) | (g) | | Calculus and analysis to include: conceptual knowledge of limit, infinity, continuity, differentiation, and integration; applications of calculus in the sciences and business; modeling and solving problems involving rates of change and optimization; and sequences and series. |
| 8.14 | (1) | (h) | | Discrete mathematics to include symbolic logic, induction and recursion, relations, equivalence relations and functions, introduction to graph theory and modeling applications, difference equations, linear programming, and introduction to combinatorics. |
| 8.14 | (2) | | | Performances: The mathematics educator: |
| 8.14 | (2) | (a) | | uses a problem-solving approach to investigate and understand mathematical content and to formulate and solve problems from both mathematical and everyday situations. |
| 8.14 | (2) | (b) | | communicates mathematical ideas in writing and orally, using both everyday and mathematical language. |
| 8.14 | (2) | (c) | | uses both oral and written discourse between teacher and students and among students to develop and extend students' mathematical understanding. |
| 8.14 | (2) | (d) | | makes and evaluates mathematical conjectures and arguments to validate their own mathematical thinking. |
| 8.14 | (2) | (e) | | fosters in students the competence to learn mathematics independently. |
| 8.14 | (2) | (f) | | fosters in students a view of mathematics as a study of patterns and relationships. |

- 8.14 (2) (g) demonstrates an understanding of the interrelationships within mathematics; connects concrete, pictorial, and abstract representations; and connects mathematics to other disciplines and real world situations selecting applications from fields such as natural sciences, social sciences, business and engineering.
- 8.14 (2) (h) uses a variety of resource materials including manipulative materials, graphing calculators, computers, and other technologies as tools for learning mathematics.
- 8.14 (2) (i) uses assessment in the classroom to monitor students' mathematical learning and make instructional decisions; selects appropriate mathematical tasks that will promote students' development of mathematical concepts and skills.
- 8.14 (2) (j) creates an environment in which all students develop mathematically in order to participate more fully in our technological society.
- 8.14 (2) (k) creates an environment in which reflection, uncertainty, and inquiry are used in learning mathematics.
- 8.14 (2) (l) uses instructional strategies in mathematics that include appropriate use of various student groupings such as collaborative groups, cooperative learning, and peer teaching.
- 8.14 (2) (m) applies knowledge of current research in the teaching and learning of mathematics, and national, state, and local guidelines relating to mathematics instruction.
- 8.14 (3) Field experiences: The mathematics teacher education student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these Rules.

8.15 Music. To be endorsed in Music, an applicant shall have completed the Approved Program of Professional Education as prescribed in section 2.03 (2) and an approved program in music designed to develop knowledge and skills in the following areas:

- 8.15 (1) Production of sound including playing, singing, and conducting.
- 8.15 (2) Organization of sound for personal expression and the understanding of the elements of music.
- 8.15 (3) Description of sound in terms of medium, meter, mode, and motion.
- 8.15 (4) Evolution of western and nonwestern music.
- 8.15 (5) The use of contemporary methods, materials, and literature in one or more of the following areas of specialization:
 - 8.15 (5) (a) Instrumental:
 - 8.15 (5) (a) (i) Knowledge of and performance ability on wind, string, and percussion instruments.
 - 8.15 (5) (a) (ii) Experience in instrumental performances; solo, and small and large ensembles.
 - 8.15 (5) (a) (iii) Experiences using wind, string, and percussion instruments which develop

the knowledge and skills necessary to conduct instrumental ensembles.

8.15 (5) (a) (iv) Experiences using voices which develop the knowledge and skills necessary to conduct choral ensembles.

8.15 (5) (a) (v) Experience in teaching general music classes.

8.15 (5) (b) Choral:

8.15 (5) (b) (i) Basic knowledge of vocal/choral techniques and strategies, and sufficient vocal skills to assure effective and correct use of the voice in demonstrating vocal techniques.

8.15 (5) (b) (ii) Experiences in solo and ensemble vocal performances.

8.15 (5) (b) (iii) Experience in using wind, string, and percussion instruments, which develop knowledge and skills necessary to conduct instrumental ensembles.

8.15 (5) (b) (iv) Experiences in conducting large and small ensembles.

8.15 (5) (b) (v) Experiences in teaching general music classes.

8.15 (5) (c) General Music:

8.15 (5) (c) (i) Experience in teaching classroom instruments, children/adolescent voices, and comprehensive music skills.

8.15 (5) (c) (ii) Experiences in inter- and intra-disciplinary studies.

8.15 (5) (c) (iii) Experiences in teaching general music classes.

8.16 Physical Education. To be endorsed in Physical Education, an applicant shall have completed the Approved Program of Professional Education as prescribed in section 2.03 (2) and an approved program in physical education designed to develop knowledge and skills in the following areas:

8.16 (1) The sociocultural, philosophical, and psychological foundations of physical education, including the historical development of play, games, dance, and sports, and the study of child growth and development.

8.16 (2) Physical and biological science foundations including areas such as: human anatomy, exercise physiology, kinesiology, and health.

8.16 (3) Movement fundamentals, including study of movement patterns, movement exploration, gymnastics, tumbling, leadup games, team sports, physical fitness, and perceptual motor activities.

8.16 (4) Competencies to teach:

8.16 (4) (a) Four or more individual and dual activities such as wrestling, track and field, tennis, golf, badminton, archery, gymnastics, aquatics, rhythm dance, and games of low organization, and physical fitness.

- 8.16 (4) (b) Four or more team sports and games such as baseball, basketball, field hockey, flag football, soccer, and volleyball.
- 8.16 (5) Knowledge relative to organizing, planning, administering, teaching, and evaluating a program of physical education including study in areas such as:
 - 8.16 (5) (a) Adaptive physical education
 - 8.16 (5) (b) First Aid
 - 8.16 (5) (c) Care and prevention of athletic injuries
 - 8.16 (5) (d) Officiating
 - 8.16 (5) (e) Analysis and techniques of competitive sports.

8.17 To be endorsed in **Science Education**, early adolescence: ages 11-15 or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in science designed to develop knowledge and skills in the following areas:

- 8.17 (1) Knowledge: The science educator:
 - 8.17 (1) (a) shall have extensive preparation in science and demonstrate knowledge in all of the following areas: physics, biology, chemistry, earth-space science, environmental science and mathematics.
 - 8.17 (1) (b) shall complete an area of concentration in and demonstrate knowledge in one area selected from:
 - 8.17 (1) (b) (i) Physics to include, but not limited to: general physics, modern physics and calculus; astronomy/earth science; advanced studies which emphasize mechanics, electricity, magnetism, sound, and optics.
 - 8.17 (1) (b) (ii) Biology to include, but not limited to: general biology, environmental science and biotechnology; advanced studies which emphasize the concept of evolution, genetics, ecology, matter and energy in living systems.
 - 8.17 (1) (b) (iii) Chemistry to include, but not limited to: general chemistry and calculus; advanced studies which emphasize: organic chemistry, analytical chemistry, and physical chemistry.
 - 8.17 (1) (b) (iv) Earth-space science to include but not limited to: historical and physical geology, astronomy, environmental science, meteorology, and oceanography; advanced studies which emphasize geomorphology and earth systems.
 - 8.17 (1) (b) (v) General science to include but not limited to: general chemistry, physics,

biology, earth-space science, environmental science, and mathematics. Advanced studies in one of these areas to constitute an area of concentration.

- 8.17 (2) Performances: The science educator is able to:
- 8.17 (2) (a) analyze science related societal events and issues from multiple science perspectives including historical and philosophical bases.
 - 8.17 (2) (b) present and discuss controversial issues in the classroom with clarity and without bias and distinguish science from pseudoscience.
 - 8.17 (2) (c) demonstrate the use of a variety of science tools, primary and secondary source materials, print resources, laboratory and natural settings and technological resources with students.
 - 8.17 (2) (d) assist and guide students in the design of experiments, reporting data, interpretation of results and communication/presentation of the process.
 - 8.17 (2) (e) utilize and is proficient in the integration of contemporary technologies, instructional strategies, and assessment strategies appropriate to science education and the level of the learner.
 - 8.17 (2) (f) make explicit connections among the various science disciplines and connections with other disciplines where appropriate.
 - 8.17 (2) (g) model the nature of science through inquiry, curiosity, discovery, openness to new ideas and skepticism.
 - 8.17 (2) (h) communicate to students the historical and dynamic natures of science.
 - 8.17 (2) (i) demonstrate the connection of inquiry-based lessons to a larger conceptual-based module linked to student science content standards.
 - 8.17 (2) (j) demonstrate linkages in curriculum, instruction, and assessment across the benchmarks from student science content standards.
 - 8.17 (2) (k) demonstrate safety considerations in science instruction and the science classroom, including:
 - 8.17 (2) (k) (i) proper use, storage, and disposal or maintenance of biological, chemical, and scientific equipment and specimens.
 - 8.17 (2) (k) (ii) instruction and supervision of students in the proper preparation and use of laboratory equipment and materials.
 - 8.17 (2) (k) (iii) evaluation of laboratory settings, equipment, materials and procedures for potential safety hazards.
 - 8.17 (2) (k) (iv) solutions to equipment problems and the ability to make minor adjustments in the operation of equipment.

8.17 (2) (l) demonstrate an awareness of and ability to access information on state and federal regulations, legal issues, and guidelines pertaining to scientific materials and specimens.

8.17 (3) Field experiences: The science teacher education student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these Rules.

8.18 To be endorsed in **Social Studies Education**, early adolescence: ages 11-15 or young adult, ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in social studies designed to develop knowledge and skills in the following areas:

8.18 (1) Knowledge: The social studies educator:

8.18 (1) (a) shall complete an area of concentration in and demonstrate knowledge in at least one of the following areas: history, geography, political science, economics.

8.18 (1) (b) shall have extensive preparation in and demonstrate knowledge in all of the following areas:

8.18 (1) (b) (i) history, including united states and world history, beyond a regional focus.

8.18 (1) (b) (ii) geography, including cultural and physical geography.

8.18 (1) (b) (iii) political science, including united states government and comparative governments.

8.18 (1) (b) (iv) economics, including economic institutions, macro-and global economics.

8.18 (1) (c) shall demonstrate knowledge in and an understanding of the behavioral/social sciences, including psychology, sociology, anthropology, and concepts integral to contemporary life.

8.18 (1) (d) the approved program may utilize interdisciplinary courses to fulfill these requirements.

8.18 (2) Performances: The social studies educator is able to and provides learning experiences which:

8.18 (2) (a) model and promote civic discourse in the classroom.

8.18 (2) (b) analyze social and historical events from multiple perspectives.

8.18 (2) (c) integrate discussion of public issues into teaching and address controversial issues in the classroom with clarity and balance.

8.18 (2) (d) use primary and secondary source documents in the preparation and delivery of instruction.

8.18 (2) (e) teach the skills of data analysis and interpretation.

8.18 (2) (f) provide students with experiences in the community.

- 8.18 (2) (g) make explicit connections among the various social science disciplines and with other disciplines.
- 8.18 (2) (h) reflect an understanding of assessment tools appropriate to the social studies classroom.
- 8.18 (3) Field experiences: The social studies teacher education student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these Rules.

8.19 Speech. To be endorsed in Speech, an applicant shall have completed the Approved Program in Professional Education as prescribed in section 2.03 (2) and an approved program in speech designed to develop knowledge and skills in the following areas:

- 8.19 (1) Interpersonal communication, specifically: nonverbal communication, communication theory, principles of communication, interpersonal (intrapersonal) communication, conflict, sex-role stereotypes, emphatic understanding and responding.
- 8.19 (2) Group communication, specifically: small group communication, group process leadership, organizational communication, discussion, decision making, and critical listening.
- 8.19 (3) Nonprint media, specifically: radio and television; film-making; mass media; mass communication; including evaluation, effect, and aesthetic dimensions of nonprint media.
- 8.19 (4) Public communication, specifically: voice and diction, public address, oral interpretation, rhetoric, forensics, debate, and readers' theatre.
- 8.19 (5) Persuasion, specifically: psychology of communication, mass communication, semantics, sociolinguistics, persuasive campaigns, social movements, effect analysis (consumer affairs), and aesthetic strategies.
- 8.19 (6) Intercultural communication, specifically: intercultural communication, ethnic studies, cross-cultural communication, and communication of stereotypes.
- 8.19 (7) Methods of teaching speech communication, specifically: language acquisition, communication in classroom environments, directing forensics and debate, teaching with group process, creative drama, approaches to listening, and performance evaluation.

8.20 To be endorsed in **Early Adolescence Education**, (middle school), ages 11-15, an applicant shall have completed broad liberal arts preparation, an academic content area in one or more areas defined in section 8.00 of these Rules, or dual preparation as indicated in this standard, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in early adolescence education designed to develop knowledge and skills in the following areas:

- 8.20 (1) Knowledge: The early adolescence educator shall demonstrate knowledge in:
- 8.20 (1) (a) The state student content standards appropriate to the middle level academic areas.
- 8.20 (1) (b) Growth and development of early adolescence, to include:

- 8.20 (1) (b) (i) social, psychological, intellectual, physical, and cultural needs.
- 8.20 (1) (b) (ii) language and literacy needs, including reading, writing, speaking, listening, and viewing as well as special needs of children whose first language is not English.
- 8.20 (1) (c) Characteristics of developmentally responsive programs and instructional strategies that facilitate the unique learning abilities of early adolescents.
- 8.20 (1) (d) Learning environments that foster both the academic and the personal growth of early adolescents to include:
 - 8.20 (1) (d) (i) theoretical frameworks of appropriate behavior management.
 - 8.20 (1) (d) (ii) strategies for motivating and promoting enthusiasm in early adolescents for learning.
 - 8.20 (1) (d) (iii) an environment and instruction that capitalize on the creativity and curiosity of students.
 - 8.20 (1) (d) (iv) the celebration of human diversity including ethnic, cultural, and gender differences and the promotion of tolerance among students and adults from diverse backgrounds.
- 8.20 (1) (e) The structure of the middle school that reflects the school's responsibility to meet the unique needs of early adolescents through:
 - 8.20 (1) (e) (i) professional educators who recognize and respond to individual needs.
 - 8.20 (1) (e) (ii) an integrated curriculum.
 - 8.20 (1) (e) (iii) interdisciplinary team planning of instruction and assessment.
 - 8.20 (1) (e) (iv) guidance to assist students develop positive relationships with teachers, friends and families while moving toward greater independence.
 - 8.20 (1) (e) (v) flexible grouping and scheduling.
 - 8.20 (1) (e) (vi) opportunities for exploration, experimentation, and discovery.
 - 8.20 (1) (e) (vii) connections with parents and the community.
- 8.20 (1) (f) The unique social, health, and well-being issues facing early adolescents, including changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect the healthy development of early adolescents.
- 8.20 (2) Performances: The early adolescence educator is able to:

- 8.20 (2) (a) design and employ teaching, learning, and assessment approaches appropriate to the unique developmental needs of early adolescents.
- 8.20 (2) (b) create a challenging learning environment that recognizes the vast learning potential of early adolescents when taught in developmentally appropriate ways.
- 8.20 (2) (c) design learning experiences that provide students with opportunities to:
 - 8.20 (2) (c) (i) explore critical ideas through inquiry and experimentation.
 - 8.20 (2) (c) (ii) master basic academic concepts.
 - 8.20 (2) (c) (iii) expand student interests and abilities through an integrated curriculum that promotes the natural linkages between and among academic concepts.
- 8.20 (2) (d) utilize multiple grouping strategies that emphasize interdependence, cooperation, and individual responsibility.
- 8.20 (2) (e) utilize multiple academic assessment techniques that involve students in the assessment and take place over time.
- 8.20 (2) (f) establish a classroom environment that is based upon a knowledge of and sensitivity to the behavior of early adolescents.
- 8.20 (2) (g) serve as advisors for early adolescents.
- 8.20 (2) (h) continue to value and promote literacy (reading, writing, listening, speaking, viewing and mathematics) in all areas of the curriculum.
- 8.20 (2) (i) collaborate with parents, other professionals, and agencies to promote the healthy well-being of early adolescents.
- 8.20 (2) (j) provide instruction that results in student performance that meets state content standards for the middle level.
- 8.20 (3) Academic preparation and content majors. The early adolescence educator should complete one of the following:
 - 8.20 (3) (a) an academic content area appropriate for teaching at the middle level. Appropriate content areas are those areas of endorsement found in section 8.00 of these Rules.
 - 8.20 (3) (b) or a dual concentration in two academic areas appropriate for teaching at the middle level. Appropriate areas are those areas of endorsement found in section 8.00 of these Rules.
 - 8.20 (3) (c) or an academic area and an area of emphasis. Appropriate areas of emphasis are those areas of endorsement found in section 8.00 of these Rules.
- 8.20 (4) Field experiences: The early adolescence teacher education student shall:
 - 8.20 (4) (a) complete the field experience requirements as prescribed in sections 17.01 (6) -

17.01 (6) (h) of these Rules.

- 8.20 (4) (b) in addition to the requirements specified in 8.20 (4) (a) above, the student shall complete early and on-going field experiences in individual and team-teaching and in varied settings throughout the student's preparation program.

8.21 To be endorsed in **Trade And Industry Education**, early adolescence: ages 11-15 or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, and an approved program in Trade & Industry education designed to develop knowledge and skills in the following areas:

- 8.21 (1) Knowledge: The beginning trade and industry educator shall have:
- 8.21 (1) (a) in depth knowledge of one or more occupational specialty appropriate for instruction in secondary schools.
- 8.21 (1) (b) basic understanding of the history of vocational education and its important role in society.
- 8.21 (1) (c) extensive knowledge of a wide range of sound instructional strategies which:
- 8.21 (1) (c) (i) actively engage students in the learning process.
- 8.21 (1) (c) (ii) integrate vocational and academic concepts.
- 8.21 (1) (c) (iii) coordinate classroom and work-based learning.
- 8.21 (1) (c) (iv) support the articulation of secondary and post secondary programs.
- 8.21 (1) (c) (v) include curriculum development and instructional planning that incorporate all aspects of a given occupational area.
- 8.21 (1) (c) (vi) adapt instructional approaches to meet the needs of a heterogeneous/diverse student population.
- 8.21 (1) (d) extensive preparation in the organization and management of occupationally related laboratories, to the end that these laboratories:
- 8.21 (1) (d) (i) reflect occupational standards.
- 8.21 (1) (d) (ii) promote student learning.
- 8.21 (1) (d) (iii) provide a safe, efficient environment.
- 8.21 (1) (d) (iv) utilize the latest knowledge in both the technical content area and related pedagogical skills.
- 8.21 (2) Performances: The trade and industry educator is able to:
- 8.21 (2) (a) Utilize a wide range of sound instructional strategies to:

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| 8.21 | (2) | (a) | (i) | engage students in an active learning process by promoting student-centered approaches such as cooperative and individualized learning. |
| 8.21 | (2) | (a) | (ii) | demonstrate the ability to evaluate, select, design and use a wide range of educational technology. |
| 8.21 | (2) | (a) | (iii) | design, implement, and modify learning experiences to promote gains in the cognitive, psychomotor, and affective domains. |
| 8.21 | (2) | (a) | (iv) | design, implement, and modify authentic assessments to promote gains in the cognitive, psychomotor, and affective domains. |
| 8.21 | (2) | (a) | (v) | teach and reinforce important general education concepts through demonstrating their practical application in workplace contexts and coordinating instruction with academic teachers. |
| 8.21 | (2) | (b) | | Demonstrate skill in curriculum development and instructional design by: |
| 8.21 | (2) | (b) | (i) | making instructional content meaningful to students through relating it to their everyday lives. |
| 8.21 | (2) | (b) | (ii) | incorporating skills needed to be successful in emerging careers and current careers within a given occupational area. |
| 8.21 | (2) | (b) | (iii) | organize and facilitate a vocational student organization. |
| 8.21 | (2) | (b) | (iv) | preparing students to participate in our economic system as consumers and citizens, as well as producers. |
| 8.21 | (2) | (b) | (v) | integrating curriculum materials and experiences that help student apply problem solving, decision making and other higher order thinking skills. |
| 8.21 | (2) | (b) | (vi) | planning and preparing a sequenced course of study that includes: goals, objectives, daily lesson plans, classroom materials, teaching strategies, safety considerations, and assessment plans. |
| 8.21 | (2) | (b) | (vii) | incorporating a conceptual framework that provides for discovery, reflection, and self-direction that raises student consciousness of the need for lifelong learning, and other work values, attributes and responsibilities. |
| 8.21 | (2) | (b) | (viii) | evaluating multiple approaches to the development of curriculum. |
| 8.21 | (2) | (b) | (ix) | planning for trade and industrial program revisions, based on student need. |
| 8.21 | (2) | (c) | | Demonstrate laboratory organization and management skills and safety by being able to: |
| 8.21 | (2) | (c) | (i) | develop, implement, and enforce appropriate safety rules. |
| 8.21 | (2) | (c) | (ii) | prepare and manage the annual budget for instructional supplies and equipment. |

- 8.21 (2) (c) (iii) insure the safe and efficient storage and distribution of tools, materials, and supplies.
- 8.21 (2) (c) (iv) organize student personnel to provide for the maintenance of tools and equipment, and the completion of housekeeping tasks.
- 8.21 (2) (c) (v) use record-keeping systems.
- 8.21 (2) (c) (vi) organize and facilitate advisory committees.
- 8.21 (2) (d) Demonstrate professionalism by:
 - 8.21 (2) (d) (i) being involved in professional organization.
 - 8.21 (2) (d) (ii) developing and maintaining a professional development plan.
 - 8.21 (2) (d) (iii) actively participating in vocational student organizations.
- 8.21 (3) Field Experiences. The Trade and Industry teacher education student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6)(h) of these rules.

8.22 (Rule number reserved.)

8.23 To be endorsed in **Linguistically Diverse Education: Bilingual Education and English as a Second Language**, ages 7-12, 11-15, and/or 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education Rules, a prerequisite endorsement in early childhood education, middle childhood education, early adolescence education, or young adult education, and an approved program in bilingual education or English as a second language designed to develop knowledge and skills in the following areas:

- 8.23 (1) Knowledge: The educator of linguistically diverse students shall have knowledge of:
 - 8.23 (1) (a) First and second language acquisition and learning including the nature of bilingualism/multi-lingualism and implications for teaching second language learners.
 - 8.23 (1) (b) The historical and legal background and issues of the education of linguistically diverse students in the united states, including: the concepts of language and power, social implications, issues of language differences and federal and state legal requirements and guidelines.
 - 8.23 (1) (c) Cross-cultural communication, including: understanding of one's own culture and the culture(s) of the language(s) to be taught; the variety of language discourses found in schools and communities; and the regional and social factors that influence and reinforce the use of these discourses.
 - 8.23 (1) (d) The nature of the English language including linguistics, psycholinguistics, sociolinguistics; contrasting features of English and other languages; and styles of languages.
 - 8.23 (1) (e) The structure and use of another language including participation in experiences

which require study and exposure to the other language and involvement in the culture associated with the other language.

- 8.23 (1) (f) Language teaching methodology and instructional techniques for teaching a wide range of linguistically diverse students, across different age and developmental levels including: methodology based upon research and applications; content based strategies; identification, selection, evaluation, design and adaptation of appropriate instructional materials; and child and adolescent literature from various cultures.
- 8.23 (1) (g) Assessment, including: a variety of assessment instruments and tools to measure: primary and secondary language proficiency; achievement of content standards; and understanding of how cultural orientations impact school performance and achievement on standardized assessments.
- 8.23 (2) Performances: The educator of linguistically diverse students is able to:
- 8.23 (2) (a) teach English to speakers of other languages, including basic interpersonal communication and cognitive academic language skills.
- 8.23 (2) (b) use a variety of appropriate instructional techniques for speakers of other languages, including, but not limited to:
 - 8.23 (2) (b) (i) sheltered instruction in the content areas of the curriculum;
 - 8.23 (2) (b) (ii) natural and communicative language teaching methods.
 - 8.23 (2) (b) (iii) kinesthetic, visual and auditory instruction techniques;
- 8.23 (2) (c) communicate and collaborate with other educators to meet the social, academic, linguistic and psychological needs of linguistically diverse students.
- 8.23 (2) (d) encourage the development of native language and culture in linguistically diverse students.
- 8.23 (2) (e) demonstrate intercultural sensitivity in communications by accepting, encouraging, and promoting the cultures and languages students bring to the classroom.
- 8.23 (2) (f) advocate for linguistically diverse students and their families.
- 8.23 (2) (g) communicate with and be involved with linguistically diverse students, family members and communities.
- 8.23 (2) (h) demonstrate proficiency in the structure and use of the English language, including reading, writing, listening, and speaking.
- 8.23 (2) (i) utilize appropriate linguistic and content assessment techniques in the languages of instruction.
- 8.23 (2) (j) encourage students to set and achieve high academic and personal goals thus developing self esteem.

- 8.23 (2) (k) work with interpreters/translators, when appropriate, to assess students' language and content skills.
- 8.23 (2) (l) demonstrate familiarity with developmental stages of second language acquisition and possible language/learning disorders.
- 8.23 (3) In addition to the above knowledges and performances:
- 8.23 (3) (a) the bilingual teacher shall:
 - 8.23 (3) (a) (i) demonstrate a high level of proficiency in the structure and use of a language other than English including reading, writing, speaking and listening.
 - 8.23 (3) (a) (ii) demonstrate the ability to deliver instruction in the student content areas in the student's native language.
- 8.23 (3) (b) the English as a second language teacher shall:
 - 8.23 (3) (b) (i) demonstrate a high level of proficiency in English language usage and structure including reading, writing, speaking and listening.
 - 8.23 (3) (b) (ii) have appropriate and meaningful experiences that lead to an understanding of a language other than English and the development of a sensitivity to the issues of language acquisition.
- 8.23 (4) Field experiences: the linguistically diverse teacher education student shall complete the field experience requirements as prescribed in sections 17.01 (6) - 17.01 (6) (h) of these Rules.

2260.5-R-9.00

Special Education Endorsements. The following shall serve as standards for Special Education endorsements on Provisional and Professional Licenses. After 7-1-94, all endorsement standards shall be reviewed for recency, appropriateness and usefulness and benefit to Colorado students and schools.

- 9.00 (1) Special Education Core. A Special Education Core represents those competencies expected of all special education teachers.
- 9.00 (1) (a) Growth and Development
 - 9.00 (1) (a) (i) Knowledge of normal child growth and development in terms of physical, communicative, psychological and social/emotional functioning and their application to developmental, educational, and vocational progress, and identifiable deviations from normal growth and development and their impact on developmental, educational, and vocational programs.
 - 9.00 (1) (a) (ii) Knowledge of the effects of cultural differences on child growth and development.
 - 9.00 (1) (a) (iii) Knowledge of the medical aspects and physical management of various handicapping conditions.
- 9.00 (1) (b) Teaching-Learning Process
 - 9.00 (1) (b) (i) Knowledge of learning theories and the application and implication of learning theories to handicapped individuals.
 - 9.00 (1) (b) (ii) Knowledge of initial and on-going assessment strategies for exceptional individuals to include observation, record review, interview, criterion and norm referenced testing. Demonstrated ability to interpret results to determine an individual's level of functioning, needs, existence of a handicapping condition, characteristics of service to meet these needs, and monitoring of individual progress.
 - 9.00 (1) (b) (iii) Knowledge of the process of individualizing including screening and referral, multidisciplinary/multifaceted assessment, staffing, and individual program planning.
 - 9.00 (1) (b) (iv) Knowledge of classroom management and behavioral management techniques and classroom organization strategies to facilitate individual growth of handicapped individuals.
 - 9.00 (1) (b) (v) Knowledge and techniques of career education programming for handicapped children to develop self-sufficiency in independent living skills and specific implementation strategies.
- 9.00 (1) (c) Communication and Human Relations.
 - 9.00 (1) (c) (i) Knowledge of basic skills for interacting with students, professionals, and parents in an empathetic, supportive, and problem-solving manner.

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| 9.00 | (1) | (c) | (ii) | Knowledge of theory, methods, and related practices in counseling processes, especially as it relates to acceptance of a handicap, individual differences and parenting a handicapped child; knowledge of group processes; dynamics and interaction. |
| 9.00 | (1) | (c) | (iii) | Knowledge of the role of parents in the educational process and strategies of parent involvement. |
| 9.00 | (1) | (c) | (iv) | Knowledge of resources and services for the handicapped and how to access and coordinate the various systems. Knowledge of the roles and relationships of the team members including instructional and administrative. |
| 9.00 | (1) | (d) | | Foundations and Professionalism. |
| 9.00 | (1) | (d) | (i) | Knowledge of foundations of special education, including history, philosophy, basic financing, and delivery systems for handicapped individuals. |
| 9.00 | (1) | (d) | (ii) | Knowledge of professional ethics and responsibilities. |
| 9.00 | (1) | (d) | (iii) | Knowledge of current research and its interpretation and application. |
| 9.00 | (1) | (d) | (iv) | Knowledge of legal aspects for the handicapped, such as legal rights and due process for the handicapped, parents, teachers, administrators, and school board members. |
| 9.00 | (1) | (d) | (v) | Knowledge of current issues and trends in the education of the handicapped. |
| 9.00 | (1) | (e) | | Field Experiences. Student teaching under a college supervisor and a licensed teacher in a setting that is consistent with the preservice preparation of the student teacher. |

9.01 Special Education Teacher 1
(Moderate Needs)
 (Title)

Ages 5-21
 (Levels)

To be endorsed Special Education Teacher I (Moderate Needs), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of these Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved program in moderate needs (all exceptionalities), at least 15 semester hours of which must be graduate hours, designed to develop knowledge and skills in the following areas:

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| 9.01 | (1) | Current Practices. Current concepts, practices, trends, and issues in serving the moderate needs of the handicapped. |
| 9.01 | (2) | Human Growth and Development. Psychological, sociological, and physiological |

problems related to handicaps in students that cause moderate needs in the learning process.

- 9.01 (3) Educational Assessment.
- 9.01 (3) (a) Formal and informal assessment techniques including: observation, interview, criterion referenced testing, and norm referenced testing.
- 9.01 (3) (b) Principles and practices of diagnosis, including: identification, educational and vocational assessment, and review procedures.
- 9.01 (3) (c) Interpretation and application of assessment.
- 9.01 (3) (d) Staffing purposes, practices, procedures, and responsibility.
- 9.01 (4) Methods.
- 9.01 (4) (a) Knowledge and understanding of the scope and sequence of elementary and secondary curriculum and methodology for teaching elementary and secondary academic skills and content.
- 9.01 (4) (b) Relationship of methodological interventions to: theoretical foundations; research on human development, conditions for learning, and learning environments; and assessment data on individual students.
- 9.01 (4) (c) Specific methodological techniques for moderate physical, cognitive, communicative, emotional, social, and sensory needs in the following areas:
 - 9.01 (4) (c) (i) Organization and management of educational programs.
 - 9.01 (4) (c) (ii) Individualized instruction to meet individual student needs.
 - 9.01 (4) (c) (iii) Task analysis.
 - 9.01 (4) (c) (iv) Behavior management.
 - 9.01 (4) (c) (v) Classroom management.
 - 9.01 (4) (c) (vi) Application of technology.
 - 9.01 (4) (c) (vii) Specialized materials.
 - 9.01 (4) (c) (viii) Modifications and/or adaptations to materials, curriculum, and environment.
 - 9.01 (4) (c) (ix) Special techniques in the physical, cognitive, communicative, emotional, and social areas.
 - 9.01 (4) (c) (x) Coping and compensation skills.
 - 9.01 (4) (c) (xi) Evaluation of individual student programs.
- 9.01 (4) (d) Specific methodological techniques and materials for moderate level needs:

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| 9.01 | (4) | (d) | (i) | In each of the functioning areas as indicated above. |
| 9.01 | (4) | (d) | (ii) | In teaching basic academic skills. |
| 9.01 | (4) | (d) | (iii) | For physical or other health impairments to include adaptive seating, alternative communication techniques, handling/positioning and safety techniques, and adaptive devices. |
| 9.01 | (4) | (e) | | Understanding scope and sequence of the basic curricular areas. |
| 9.01 | (4) | (f) | | Specific methodological techniques for: |
| 9.01 | (4) | (f) | (i) | Developing daily-living, self-help, survival, family and community living skills in students with moderate needs. |
| 9.01 | (4) | (f) | (ii) | Developing pre-vocational, vocational, avocational, and career skills in students with moderate needs. |
| 9.01 | (5) | | | Consultation. |
| 9.01 | (5) | (a) | | Group process and dynamics, including theory and systematic inquiry. |
| 9.01 | (5) | (b) | | Effective communication skills, including: listening, questioning, nonjudgmental behavior and the ability to establish rapport. |
| 9.01 | (5) | (c) | | Techniques for collaborative problem solving and decision making. |
| 9.01 | (5) | (d) | | Consultation, assistance, and training with persons and agencies involved with a child, especially with regular classroom teachers. |
| 9.01 | (5) | (e) | | Interviewing and conference techniques for use with parents and siblings of the moderately handicapped. |
| 9.01 | (5) | (f) | | Organization, structure, and presentation of inservice programs. |
| 9.01 | (6) | | | Liaison. |
| 9.01 | (6) | (a) | | Understanding and analysis of professional roles, functions, and formal and informal relationships. |
| 9.01 | (6) | (b) | | Knowledge of legal and administrative structures. |
| 9.01 | (7) | | | Professional Ethics. Understanding of professional ethics, including the knowledge of limits of one's own professional competence, as these relate to the severity of needs of students. |
| 9.01 | (8) | | | Practicum. The practicum should be of sufficient scope, intensity, and length to |

assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

9.02 Special Education Teacher 2
(Severe Needs: Cognitive)
 (Titles)

Ages 5-12, 13-21
 or Ages 5-21
 (Levels)

To be endorsed Special Education Teacher 2 (Severe Needs: Cognitive), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of these Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved graduate level program in Severe Needs: Cognitive designed to develop knowledge and skills in the following areas:

9.02 (1) Cognition

9.02 (1) (a) Knowledge and understanding of cognition.

9.02 (1) (b) Knowledge and nature of all degrees and etiologies of cognitive deficiencies and their effects on learning.

9.02 (1) (c) Knowledge and understanding of processing problems that interfere with learning.

9.02 (1) (d) Knowledge of pathologies of the cognitive area and their effects on communication, physical, psychological, social, and educational functioning.

9.02 (1) (e) Ability to teach alternative learning skills and problem solving to students of all degrees of cognitive needs.

9.02 (1) (f) Ability to modify, adapt, or change academic course content and materials according to students' cognitive needs.

9.02 (1) (g) Skill in managing the transactions and interactions of students with severe needs, cognitive.

9.02 (2) Communication

9.02 (2) (a) Knowledge of language and speech disorders.

9.02 (2) (b) Knowledge of the relationships between language and cognition and implications for teaching students with severe cognitive needs.

9.02 (2) (c) Knowledge of and techniques for teaching communicative skills.

9.02 (3) Physical

- 9.02 (3) (a) Knowledge of specific physical problems sometimes associated with cognitive deficits including, but not limited to, Cerebral Palsy, Muscular Dystrophy, Spina Bifida, and needs of students having such conditions.
- 9.02 (3) (b) Ability to modify, adapt, or change equipment, materials, and teaching techniques according to students' physical need.
- 9.02 (3) (c) Knowledge of environmental barriers that require modification.
- 9.02 (4) Assessment
- 9.02 (4) (a) Ability to participate in cognitive screening.
- 9.02 (4) (b) Ability to understand and conduct formal and informal assessments of cognitive functioning and to interpret and report results.
- 9.02 (4) (c) Ability to observe, record, and interpret learning behavior in the classroom and implement appropriate educational interventions.
- 9.02 (4) (d) Ability to administer formal and informal assessment of academic areas.
- 9.02 (4) (e) Knowledge of informal and formal procedures used by other professionals.
- 9.02 (5) Methodology, Curriculum, and Academic Content
- 9.02 (5) (a) Knowledge and utilization of prevocational, vocational, and avocational resources and strategies.
- 9.02 (5) (b) Planning and implementation of vocational and career goals.
- 9.02 (5) (c) Development of independent living skills.
- 9.02 (5) (d) Knowledge and understanding of the scope and sequence of curriculum in the content areas as it applies to the child with cognitive needs.
- 9.02 (5) (e) Specific methods and materials for teaching communication (speaking, reading, and writing), math, science, and social studies to children with cognitive needs.
- 9.02 (6) Student Teaching. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

9.03 Special Education Teacher 2
(Severe Needs: Affective)
 (Title)

Ages 5-21
 (Levels)

To be endorsed Special Education Teacher 2 (Severe Needs: Affective), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of these Rules.

- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved graduate level program in Severe Needs: Affective/Behavioral designed to develop knowledge and skills in the following areas:

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| 9.03 | (1) | Environmental Management and Intervention |
| 9.03 | (1) | (a) Understanding of systems theories and change processes. |
| 9.03 | (1) | (b) Understanding of human interpersonal dynamics and communication skills. |
| 9.03 | (1) | (c) Skills in environmental assessment and interventions, including the ability to understand environmental causes of emotional and behavioral problems. |
| 9.03 | (1) | (d) Understanding of physical and emotional factors in the environment which influence learning. |
| 9.03 | (1) | (e) Understanding of consultation theory and knowledge of service agencies. |
| 9.03 | (2) | Behavior Management |
| 9.03 | (2) | (a) Knowledge of the major theories for human behavior change. |
| 9.03 | (2) | (b) Knowledge and skills in observational and diagnostic processes. |
| 9.03 | (2) | (c) Knowledge and skills in a variety of interventions which cause behavior change. |
| 9.03 | (2) | (d) Knowledge and skills in designing, implementing, and evaluating behavior management systems. |
| 9.03 | (3) | Methodology, Curriculum, and Academic Content |
| 9.03 | (3) | (a) Ability to diagnose present level of skill and academic performance. |
| 9.03 | (3) | (b) Knowledge of scope and sequence of curricular areas. |
| 9.03 | (3) | (c) Understanding of task analysis. |
| 9.03 | (3) | (d) Skills in a variety of instructional techniques and teaching strategies. |
| 9.03 | (3) | (e) Knowledge of cognitive development and skills in applying that knowledge in the instructional process. |
| 9.03 | (3) | (f) Ability to help students apply, integrate, and generalize learned skills. |
| 9.03 | (3) | (g) Ability to teach students to approach and solve problems. |
| 9.03 | (3) | (h) Skills in planning and organizing classroom instruction. |

- 9.03 (3) (i) Understanding of a variety of appropriate instructional materials.
- 9.03 (3) (j) Skills in individualizing the instructional process.
- 9.03 (4) Career/Vocational Education
- 9.03 (4) (a) Understanding of the theory, structure, and programming parameters of career/vocational education as they relate to students with affective/behavioral needs.
- 9.03 (4) (b) Ability to assess the career/vocational needs of students.
- 9.03 (4) (c) Ability to integrate academic content with career/vocational preparation.
- 9.03 (4) (d) Knowledge of available material and human and/or agency resources in career/vocational education.
- 9.03 (5) Affective and Social Skill Development
- 9.03 (5) (a) Understanding of normal and abnormal social/emotional development.
- 9.03 (5) (b) Knowledge of personality development and social dynamics.
- 9.03 (5) (c) Understanding of cognitive development as it relates to social/emotional development and behavior performance.
- 9.03 (5) (d) Understanding of physical development, physical disability, and health impairments as they relate to social/emotional development and behavior performance.
- 9.03 (5) (e) Ability to diagnose the social, emotional, and behavioral needs of students.
- 9.03 (5) (f) Skills in the development of instructional programs for socially, emotionally, and behaviorally disordered students.
- 9.03 (5) (g) Knowledge of materials and resources.
- 9.03 (6) Counseling
- 9.03 (6) (a) Understanding of counseling theory and techniques which facilitate school functioning of children.
- 9.03 (6) (b) Demonstrated skills in listening, problem-solving, and crisis intervention.
- 9.03 (6) (c) Knowledge of individual and group interventions and an understanding of appropriate applications.
- 9.03 (6) (d) Knowledge of auxiliary services and ability to utilize the referral process, when appropriate.
- 9.03 (7) Consultations

- 9.03 (7) (a) Understanding of parent needs and ability to communicate and work with parents or guardians.
- 9.03 (7) (b) Skills in interdisciplinary communication and team functioning.
- 9.03 (7) (c) Skills in problem solving and conflict resolution.
- 9.03 (7) (d) Skills in implementing planned integration of handicapped students into regular education.
- 9.03 (8) Practicum. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

9.04 Special Education Teacher 2

(Severe Needs: Vision)

(Title)

Ages 0-21

(Levels)

To be endorsed Special Education Teacher 2 (Severe Needs: Vision), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of these Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved graduate level program in Severe Needs: Vision designed to develop knowledge and skills in the following areas:

(Each of the following competency areas must reflect specific instruction related to the needs of totally blind children, partially sighted children, and multi-impaired children.)

- 9.04 (1) Research and Foundations in Education of the Visually Handicapped.
- 9.04 (1) (a) Historical perspective.
- 9.04 (1) (b) State and federal laws effecting the visually handicapped.
- 9.04 (1) (c) Delivery systems.
- 9.04 (1) (d) Technological developments related to education of the visually handicapped.
- 9.04 (1) (e) Current research developments.
- 9.04 (2) Effects of Visual Impairments at All Age Levels on Growth and Development of:
- 9.04 (2) (a) Vision.
- 9.04 (2) (b) Cognition/intellectual.

- 9.04 (2) (c) Motor (physical disability and other health impairments).
- 9.04 (2) (d) Communication/language.
- 9.04 (2) (e) Social-emotional.
- 9.04 (2) (f) Self-help.
- 9.04 (2) (g) Career/vocational.
- 9.04 (3) The Visual System
 - 9.04 (3) (a) Anatomy/physiology of the eye.
 - 9.04 (3) (b) Diseases and causes of visual handicapping conditions; physical effects.
 - 9.04 (3) (c) Educational implication of other factors effecting the eye which may not be considered handicapping.
 - 9.04 (3) (d) Principles of optics and knowledge of low vision aids, both near and distances.
- 9.04 (4) Assessment/Evaluation
 - 9.04 (4) (a) Functional vision evaluation.
 - 9.04 (4) (b) Considerations in utilizing general standardized and informal tests with the visually handicapped.
 - 9.04 (4) (c) Utilization of support personnel for further evaluation including orientation and mobility, occupational therapy, physical therapy, and audiology.
 - 9.04 (4) (d) Interpretation of clinical reports including those of low vision specialists and ophthalmologists.
 - 9.04 (4) (e) Knowledge of administration and evaluation of informal and formal assessment procedures designed specifically for visually handicapped learners to include vision, motor, cognition, language, and self-help.
 - 9.04 (4) (f) Determination of degree of need in the compensatory skills areas.
 - 9.04 (4) (g) Low vision aids evaluations in cooperation with the eye care specialists.
 - 9.04 (4) (h) Vision screening practices for the entire school population.
- 9.04 (5) Teaching Compensatory Skills: Knowledge of the Skills Area, Proficiency in the Skill Area, and Ability to Implement Instructional Strategies in:
 - 9.04 (5) (a) Braille.
 - 9.04 (5) (b) Typing.

- 9.04 (5) (c) Low vision aids.
- 9.04 (5) (d) Use of specialized equipment and materials.
- 9.04 (5) (e) Listening skills.
- 9.04 (5) (f) Study skills and use of reference materials.
- 9.04 (5) (g) Tactile skills.
- 9.04 (5) (h) Readiness skills.
- 9.04 (5) (i) Visual efficiency.
- 9.04 (5) (j) Motor skills.
- 9.04 (5) (k) Recreation and leisure time activities.
- 9.04 (5) (l) Orientation and mobility.
- 9.04 (5) (m) Concept development.
- 9.04 (5) (n) Daily living skills.
- 9.04 (5) (o) Career/vocational skills.
- 9.04 (5) (p) Social awareness skills.
- 9.04 (6) Management and Selection of Specialized Equipment and Materials
- 9.04 (6) (a) Selection and acquisition of equipment and materials.
- 9.04 (6) (b) Impact of specialized equipment and materials on regular classroom setting.
- 9.04 (6) (c) Design and production of adapted materials.
- 9.04 (6) (d) Utilization of available technology.
- 9.04 (6) (e) Utilization of specialized equipment and materials for the child who is both visually and physically impaired.
- 9.04 (7) Organization/Communication/Consulting Skills
- 9.04 (7) (a) In the Educational Setting:
 - 9.04 (7) (a) (i) Record keeping.
 - 9.04 (7) (a) (ii) Scheduling.
 - 9.04 (7) (a) (iii) Program development and coordination.

- 9.04 (7) (a) (iv) Inservice training.
- 9.04 (7) (a) (v) Consulting with administrators, teachers, and support personnel.
- 9.04 (7) (a) (vi) Determining impact of regular curriculum on the visually handicapped student.
- 9.04 (7) (a) (vii) Role of teacher of the visually handicapped in the staffing process.
- 9.04 (7) (b) In the Community:
- 9.04 (7) (b) (i) Consulting with parents.
- 9.04 (7) (b) (ii) Public awareness.
- 9.04 (7) (b) (iii) Advocacy.
- 9.04 (7) (b) (iv) Awareness and utilization of local, state, and national resources.
- 9.04 (8) Consulting Skills Related to:
- 9.04 (8) (a) Career education.
- 9.04 (8) (b) Vocational needs.
- 9.04 (8) (c) Social adjustment.
- 9.04 (8) (d) Personal implications of visual impairment.
- 9.04 (8) (e) Sex education and human sexuality.
- 9.04 (8) (f) Self-esteem.
- 9.04 (8) (g) Assertiveness.
- 9.04 (9) Methodology for the Nonhandicapped Child:
- 9.04 (9) (a) Elementary methods of teaching reading, language arts, social studies, science, and mathematics.
- 9.04 (9) (b) Secondary level coursework in career education or vocational education and secondary methods of teaching.
- 9.04 (10) Field Experience/Practicum. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

9.05 Special Education Teacher 2
(Severe Needs: Hearing)
 (Title)

Ages 0-21
 (Levels)

To be endorsed Special Education Teacher 2 (Severe Needs: Hearing), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of the Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved graduate level program in Severe Needs: Hearing designed to develop knowledge and skills in the following areas:

- 9.05 (1) Meeting Developmental Compensatory Needs of the Child--Audition:
- 9.05 (1) (a) Knowledge of etiologies and all degrees, mild through profound, of hearing loss, and their effects on language and speech development.
- 9.05 (1) (b) Knowledge of pathologies of the auditory system, conductive, sensorineural and mixed, and their effects on communicative, psychological, social, and educational functioning. Knowledge of normal auditory development.
- 9.05 (1) (c) Knowledge of amplification to include: Classroom acoustics including noise and reverberation; personal amplification; direct teacher and student amplification; limitation of amplification, aided gain and performance in noise.
- 9.05 (1) (d) Ability to trouble-shoot hearing aid problems and assist others, educators, parents, and children, in becoming comfortable with the parts and functions of group and personal amplification.
- 9.05 (1) (e) Knowledge of specific physical problems sometimes associated with communication.
- 9.05 (1) (f) Knowledge of environmental barriers that require modification.
- 9.05 (1) (g) Ability to conduct informal assessments of auditory functioning and to interpret and report results.
- 9.05 (1) (h) Ability to observe, record, and interpret auditory behavior in the classroom and utilize appropriate resources.
- 9.05 (1) (i) Ability to provide training to other professionals and parents in hearing loss and amplification.
- 9.05 (1) (j) Ability to conduct hearing screening.
- 9.05 (1) (k) Ability to provide auditory skill development for all degrees of hearing loss.
- 9.05 (2) Meeting Developmental Compensatory Needs of the Child--Language:
- 9.05 (2) (a) Knowledge of oral language development, signed language development and

written language development, to include pragmatic, morphologic, semantic, and syntactic structures, both receptive and expressive.

- 9.05 (2) (b) Knowledge of language disorders.
- 9.05 (2) (c) Knowledge of the relationship between language and cognition, reading and content areas.
- 9.05 (2) (d) Knowledge of written language discourses as well as oral language.
- 9.05 (2) (e) Skills in strategies/techniques for teaching normal language development and the ability to determine the need for utilization of supplemental language curricula and approaches along with resources.
- 9.05 (2) (f) Ability to assess the language competency necessary to utilize specific written materials.
- 9.05 (2) (g) Skill in strategies/techniques for the development of written language skills.
- 9.05 (3) Meeting Developmental Compensatory Needs of the Child--Speech:
- 9.05 (3) (a) Knowledge of normal speech development, including: phonology, rhythm, prosody, and suprasegmentals.
- 9.05 (3) (b) Knowledge of speech characteristics in the development of speech in the hearing impaired child.
- 9.05 (3) (c) Knowledge of speech science and anatomy of the speech and hearing mechanism, with emphasis on application.
- 9.05 (3) (d) Knowledge of visual, auditory and tactile kinesthetic correlates of speech.
- 9.05 (3) (e) Knowledge of formal and informal assessment of communicative functioning of hearing impaired.
- 9.05 (3) (f) Ability to administer instruments designed specifically for communicative assessment of hearing impaired and to interpret and report results.
- 9.05 (3) (g) Skills in strategies/techniques for speech development.
- 9.05 (3) (h) Ability to modify, adapt, or change equipment, materials, and teaching techniques according to the student's physical needs.
- 9.05 (4) Meeting Curricular/Academic Needs
- 9.05 (4) (a) Knowledge and skills in the teaching of reading, language arts, social studies, science and mathematics to normal elementary children and appropriate secondary methods of teaching.
- 9.05 (4) (b) Skills in strategies/techniques for the development of prerequisites to reading.

- 9.05 (4) (c) Ability to administer and interpret formal and informal assessment of academic areas with emphasis on reading to include diagnostic testing, achievement testing, and inventories.
- 9.05 (4) (d) Knowledge of reading series and the ability to analyze such for the language level of the hearing impaired child.
- 9.05 (4) (e) Skills in strategies/techniques for teaching comprehension skills.
- 9.05 (4) (f) Ability to modify, adapt or change academic course content and materials according to the language and auditory competencies of the hearing impaired child.
- 9.05 (4) (g) Utilization of specialized equipment and materials for the child who is both auditorially and physically impaired.
- 9.05 (5) Meeting Social/Emotional Needs:
- 9.05 (5) (a) Knowledge of normal social/emotional/psychological development; indicators of abnormal behavior; and social/emotional issues related to hearing impairment.
- 9.05 (5) (b) Awareness of strategies/techniques in creating a positive learning environment which includes: nurturing, affective education, behavioral.
- 9.05 (5) (c) Knowledge of appropriate school and community resources.
- 9.05 (6) Meeting Classroom Management Needs: Knowledge of appropriate classroom modifications necessary for use with hearing impaired.
- 9.05 (7) Meeting Parent/Home/Family Needs: Skill in strategies/techniques in developing/encouraging parent participation, specifically in providing emotional support, parent child interaction modeling and exchange of information.
- 9.05 (8) Meeting Vocational/Avocational Needs:
- 9.05 (8) (a) Knowledge of career education resources and strategies.
- 9.05 (8) (b) Skill in infusion of career education into curriculum.
- 9.05 (8) (c) Knowledge of independent living skills.
- 9.05 (9) Meeting Over-All Communication Needs of the Child:
- 9.05 (9) (a) Knowledge of historical and current educational and sociological issues related to the hearing impaired.
- 9.05 (9) (b) Knowledge of processing, motor, visual, and cognitive deficits and their ramification with hearing impairment.
- 9.05 (9) (c) Knowledge of sign systems utilized by the hearing impaired and basic competency in the use of at least one system.

- 9.05 (9) (d) Knowledge of nonverbal communication.
- 9.05 (9) (e) Awareness of mechanical aids for communication.
- 9.05 (10) Meeting Consultation Needs of the Teacher:
- 9.05 (10) (a) Skill in effective communication, including: nonjudgmental listening, questioning, maintaining open communication, and objectivity and establishing rapport.
- 9.05 (10) (b) Skills in organization and time management.
- 9.05 (10) (c) Knowledge of entry techniques for consultation.
- 9.05 (10) (d) Skill in development, implementation and evaluation of consultation plans.
- 9.05 (11) Field Experiences: The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

**9.06 Special Education Teacher 2
(Severe Needs: Communication)**
(Title)

Ages 5-12, 12-21, 5-21
(Levels)

To be endorsed Special Education Teacher 2 (Severe Needs: Communication), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of the Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved graduate level program in Severe Needs: Communication designed to develop knowledge and skills in the following areas:

- 9.06 (1) Knowledge/Awareness:
- 9.06 (1) (a) Knowledge of oral comprehension, oral expression, reading, and writing including:
 - 9.06 (1) (a) (i) Knowledge of anatomical, physiological, and neurological bases of communication.
 - 9.06 (1) (a) (ii) Knowledge of psychological and linguistic bases of communication.
 - 9.06 (1) (a) (iii) Knowledge of communication disorders with emphasis on language disorders.
- 9.06 (1) (b) Knowledge of behavior management theories, systems, and strategies.

- 9.06 (1) (c) Knowledge of effective individual learning and problem solving strategies for use by students having communication disorders.
- 9.06 (1) (d) An awareness of the implications of neurological disorders on students' fine motor, gross motor, and sensori-motor integrative functioning.
- 9.06 (2) Assessment/Appraisal:
- 9.06 (2) (a) Knowledge of formal and informal procedures used by other professionals to assess language and other communication disorders.
- 9.06 (2) (b) Knowledge and skill in the assessment of oral comprehension, oral expression, reading and writing as related to educational functioning and needs.
- 9.06 (2) (c) Knowledge of procedures and instruments used by other professionals to assess social/emotional functioning.
- 9.06 (2) (d) Ability to observe, describe, and interpret social/emotional behavior within school environments.
- 9.06 (2) (e) Knowledge of procedures and instruments used by other professionals to assess cognitive functioning.
- 9.06 (2) (f) Knowledge and skill in the formal and informal assessment of students' repertoire of learning strategies and their ability to use alternative strategies.
- 9.06 (2) (g) Knowledge of evaluation procedures used by other professionals in the assessment of fine motor, gross motor and sensori-motor functioning.
- 9.06 (2) (h) Knowledge and skill in the formal and informal assessment of fine motor, gross motor, and sensori-motor functioning.
- 9.06 (3) Implementation/Intervention:
- 9.06 (3) (a) In-depth knowledge and skills in the development and application of intervention strategies for disorders in oral comprehension, oral expression, reading, and writing.
- 9.06 (3) (b) Ability to implement intervention strategies, including: augmentative communication systems, developed in cooperation with speech/language specialists for other disorders of communication.
- 9.06 (3) (c) In-depth knowledge and skills to assist students in their development, use and transfer (generalization) of individual learning strategies.
- 9.06 (3) (d) Ability to develop students' appropriate social/emotional functioning through the use of individual and group interactive techniques.
- 9.06 (3) (e) Ability to communicate with parents and others concerning students' social/emotional functioning.

- 9.06 (3) (f) Knowledge and skills in the development and application of intervention strategies for disorders of fine motor, gross motor, and sensori-motor functioning.
- 9.06 (3) (g) Ability to implement intervention strategies developed by or in cooperation with motor specialists.
- 9.06 (4) Foundations and Professional Relations:
- 9.06 (4) (a) Knowledge of the foundations of general education, including history, philosophy, financing and organization of the public elementary and secondary schools.
- 9.06 (4) (b) Knowledge of the legal aspects of general education, including the legal rights and due process of students, parents, teachers, administrators, and school boards.
- 9.06 (4) (c) Knowledge of current issues in education including educational accountability, teacher tenure, collective bargaining, grievances and grievance procedures.
- 9.06 (4) (d) Ability to consult with and provide consultation to others, especially regular and special educators, regarding communication disorders and the implementation of educational programs for students with communication disorders.
- 9.06 (5) Curriculum:
- 9.06 (5) (a) In-depth knowledge and skill in adapting, modifying, and developing curriculum and teaching methodologies in relevant academic areas, including reading and math, for students with communication disorders.
- 9.06 (5) (b) Ability to adapt, modify, and develop curriculum in cooperation with appropriate vocational specialists to meet life skills, prevocation, vocational, and career needs of students with communication disorders.
- 9.06 (5) (c) Knowledge of instructional media, including the application of technology for students with communication disorders.
- 9.06 (6) Field Experiences:
- 9.06 (6) (a) Planned field experiences throughout the approved program of special education to include:
 - 9.06 (6) (a) (i) Some exposure to a broad range of students consistent with levels of endorsement being sought.
 - 9.06 (6) (a) (ii) Some supervised practice in functioning as a member of an interdisciplinary team.
 - 9.06 (6) (a) (iii) Experience in elementary or secondary level classroom for students with general educational needs, including supervised planning and implementation of instructional programs.
 - 9.06 (6) (a) (iv) Experience in elementary or secondary classrooms for students with

a variety of exceptional educational needs, including supervised planning and implementing of instructional programs.

- 9.06 (6) (b) Clinical and School Practicums. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

9.07 Special Education Teacher 3
(Profound Needs)

(Title)

Ages 0-21

(Levels)

To be endorsed Special Education Teacher 3 (Profound Needs), an applicant shall:

- Have completed a bachelor's degree from an accepted institution of higher education as prescribed in Section 2.01 (1) of these Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved program in Profound Needs designed to develop knowledge and skills for the severely/profoundly multihandicapped child in the following areas:

9.07 (1) Medical Aspects/Causes and Characteristics:

9.07 (1) (a) Awareness of medical, educational and therapeutic terminology relating to the profound needs child and available references for further explanation.

9.07 (1) (b) Knowledge of causes and characteristics resulting in profound needs.

9.07 (1) (c) Basic understanding in the areas of anatomy, physiology, and brain functioning as it applies to the handling and training of the profound needs child.

9.07 (1) (d) Awareness of medications and medical complications and their treatment including: tube feeding, catheterization, postural drainage, seizures; the role of medical personnel; available medical resources; and the role of educational personnel in caring for these problems.

9.07 (1) (e) Knowledge of procedures to be used during potential emergencies.

9.07 (1) (f) Knowledge of health and nutrition issues relating to the profound needs child.

9.07 (2) Child Development:

9.07 (2) (a) Ability to identify sequences of normal child growth and development and to identify critical developmental delays relative to the profound needs child in the areas of: communication, gross and fine motor, sensory, and perception, cognition, social/emotional abilities, and self-care and independent living skills.

- 9.07 (2) (b) Knowledge of the interrelationship of developmental areas and the impact that delays in one or several areas may have on the total growth and development of the profound needs child.
- 9.07 (2) (c) Knowledge of literature and issues relating to developmental and functional theories concerning the profound needs child.
- 9.07 (3) Assessment/Evaluation:
- 9.07 (3) (a) Knowledge of and ability to use a variety of formal and informal methods and tools to assess/evaluate the profound needs child in school, home, vocational, and community settings in the following areas:
 - 9.07 (3) (a) (i) Cognitive development.
 - 9.07 (3) (a) (ii) Motor development.
 - 9.07 (3) (a) (iii) Sensory and perceptual development.
 - 9.07 (3) (a) (iv) Communicative development including communicative intent, pre-language, and language development.
 - 9.07 (3) (a) (v) Social/emotional development.
 - 9.07 (3) (a) (vi) Self-care and independent living skills.
 - 9.07 (3) (a) (vii) Prevocational and vocational skills.
- 9.07 (3) (b) Ability to select, adapt, and modify existing tools/methods to accommodate the unique abilities/disabilities and needs of each profound needs child.
- 9.07 (3) (c) Ability to utilize medical, therapeutic, and educational assessment/evaluation information in developing an individualized program for each profound needs child.
- 9.07 (3) (d) Knowledge of different methods of data collection and ability to use such information to evaluate the profound needs child's performance on individual objectives.
- 9.07 (3) (e) Supervised experience in completing assessment/evaluations of the profound needs child using a variety of informal and formal methods.
- 9.07 (4) Methods and Strategies:
- 9.07 (4) (a) Ability to implement the individual programming process through a developmental, total-child approach for the profound needs child functioning 0-6 developmentally/ 0-21 chronologically.
- 9.07 (4) (b) Specific Methods and Strategies
 - 9.07 (4) (b) (i) Sensory and Perception
 - 9.07 (4) (b) (i) (a) Ability to design and implement sensory stimulation programs in

the visual, auditory, and tactile areas based on assessment results and to integrate and implement the recommended sensory integration program, including tactile defensiveness, proprioceptive, and vestibular strategies.

9.07	(4)	(b)	(i)	(b)	Ability to utilize or adapt existing methods, curricula, and adaptive media and materials, or develop individualized materials for the profound needs, sensorially impaired child.
9.07	(4)	(b)	(i)	(c)	Awareness of orientation and mobility strategies and techniques for the profound needs, visually impaired child and ability to implement recommended strategies.
9.07	(4)	(b)	(i)	(d)	Ability to perform basic maintenance on hearing aids.
9.07	(4)	(b)	(ii)		Gross and Fine Motor
9.07	(4)	(b)	(ii)	(a)	Knowledge of positioning, handling, lifting, and transferring, relaxation and range of motion techniques and adaptive materials and equipment used with physically handicapped children.
9.07	(4)	(b)	(ii)	(b)	Ability to design, integrate, and implement recommended activities related to adaptive physical education and fine and gross motor programs.
9.07	(4)	(b)	(iii)		Cognition
9.07	(4)	(b)	(iii)	(a)	Ability to design, adapt, and utilize appropriate methods, curricula and materials for the profound needs child which develop cognitive concepts and interrelate cognition with other areas of development.
9.07	(4)	(b)	(iii)	(b)	Ability to adapt academic learning to practical situations, including: beginning math skills, the use of money and beginning budgeting, simple measurement, time concepts, pre-reading and practical sight-word vocabulary, and practical writing skills.
9.07	(4)	(b)	(iv)		Communication and Language
9.07	(4)	(b)	(iv)	(a)	Ability to design and implement methods and strategies for receptive and expressive pre-language and language development/enrichment according to the unique needs of the child with delayed and/or disordered communicative development.
9.07	(4)	(b)	(iv)	(b)	Ability to design and implement methods and strategies for teaching functional communication including survival or safety communication to the profound needs child with serious language problems.
9.07	(4)	(b)	(iv)	(c)	Knowledge of alternative communication systems including sign language, electronic devices, pictures and symbol systems, language boards, issues related to choosing a system and the ability to implement systems.

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|------|-----|--|---|---|
| 9.07 | (4) | (b) | (v) | Social-Emotional. Ability to design and implement programs in the following areas: behavior management, leisure time, sexuality, peer and adult interaction, age-appropriate play skills, affective behavior and self-concept. |
| 9.07 | (4) | (b) | (vi) | Self-Care and Independent Living Skills. Ability to task analyze and implement programs to facilitate maximum independent functioning in the living environment, including alternative living situations in the following areas: self-care, domestic, community survival and health. |
| 9.07 | (4) | (b) | (vii) (a) | Prevocational and Vocational Training. Ability to design and implement prevocational/vocational training programs and utilize/adapt existing curricula, methods, strategies and materials in the following areas: career awareness, task analysis of work skills, conceptual development of work tasks, and work related behavior/habits. |
| 9.07 | (4) | (b) | (vii) (b) | Knowledge of issues relating to chronological and developmental age as they apply to methods and strategies for teaching prevocational/vocational skills to the profound needs child. |
| 9.07 | (4) | (b) | (vii) (c) | Knowledge of the continuum of services available for vocational training and placement of the profound needs child during or after existing educational programming and the system for accessing these services. |
| 9.07 | (5) | Classroom Management: | | |
| 9.07 | (5) | (a) | Ability to develop management strategies for development/utilization of curriculum, program planning, scheduling, and organization of activities, and use of paraprofessionals and ancillary personnel. | |
| 9.07 | (5) | (b) | Ability to physically arrange the instructional setting to accommodate and to facilitate learning. | |
| 9.07 | (6) | Communication/Consultation: | | |
| 9.07 | (6) | (a) | Knowledge of roles and responsibilities of service provision staff and knowledge of the interdisciplinary team function to provide consistent programming for the profound needs child. | |
| 9.07 | (6) | (b) | Awareness of family dynamics and the effects of the profound needs child on the family. | |
| 9.07 | (6) | (c) | Ability to provide and receive consultation, including: the presentation and reception of information; the development of practical strategies; the incorporation of the family into the educational plan; and the ability to evaluate consultative activities. | |
| 9.07 | (6) | (d) | Awareness and knowledge of community resources specific to the profound needs child and how to access the various systems. | |
| 9.07 | (7) | Field Experiences: The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated. | | |

9.08 Special Education Teacher 4
Early Childhood Special Education
 (Title)

Ages 0-5
 (Levels)

To be endorsed Early Childhood Special Education, an applicant shall:

- Have completed a bachelor's degree, preferably in a human services area, from an accepted institution of higher education as prescribed in Section 2.01 (1) of these Rules.
- Have completed the Special Education Core, as prescribed in Section 9.00 of these Rules.
- Have completed an approved graduate level program in Early Childhood Special Education designed to develop knowledge and skills in the following areas:

9.08 (1) Child Growth and Development:

9.08 (1) (a) Knowledge of normal child growth and development in the young child in terms of physical, communicative, cognitive and social/emotional functioning and their application to developmental and educational progress.

9.08 (1) (b) Knowledge of the impact of environmental factors, such as the family, society, and culture, on the young child's development.

9.08 (1) (c) Knowledge of identifiable developmental deviations in the young child.

9.08 (1) (d) Knowledge of causes of identifiable developmental deviations in the young child.

9.08 (1) (e) Knowledge of the impact of identifiable developmental deviations on the young child, the family, and society.

9.08 (2) Foundations and Professionalism in Early Childhood Special Education:

9.08 (2) (a) Knowledge of the history of and rationale for Early Childhood Special Education.

9.08 (2) (b) Knowledge of the various theoretical foundations relevant to Early Childhood Special Education.

9.08 (2) (c) Knowledge of current issues in Early Childhood Special Education.

9.08 (2) (d) Knowledge of research in Early Childhood Special Education.

9.08 (3) Early Childhood Special Education Service Delivery Systems and Program Evaluation:

9.08 (3) (a) Knowledge of and ability to develop service delivery alternatives, including:

9.08 (3) (a) (i) Home-based programs.

9.08 (3) (a) (ii) Center based programs (regular preschool with support/modification, integrated preschool, self-contained special education preschools).

- 9.08 (3) (a) (iii) Combination programs (home and center based).
- 9.08 (3) (b) Knowledge of the importance of program evaluation relative to services for young handicapped children.
- 9.08 (3) (c) Knowledge of principles and practices of Early Childhood Special Education program evaluation.
- 9.08 (3) (d) Skills in Early Childhood Special Education program evaluation and utilization of program evaluation information.
- 9.08 (4) Early Childhood Special Education Identification and Assessment:
- 9.08 (4) (a) Knowledge and skills in the assessment of young handicapped children, regardless of the nature of the disability or severity level, and including abilities in:
 - 9.08 (4) (a) (I) Screening.
 - 9.08 (4) (a) (ii) Observational techniques.
 - 9.08 (4) (a) (iii) Appropriate formal and informal assessment practices.
 - 9.08 (4) (a) (iv) Collection, evaluation, and utilization of data from other sources.
 - 9.08 (4) (a) (v) Written and oral presentation of assessment information.
- 9.08 (4) (b) Skills in the interpretation and application of child assessment information in planning intervention strategies.
- 9.08 (5) Instructional Strategies for Early Childhood Special Education:
- 9.08 (5) (a) Skills in planning instructional strategies for individuals and groups based on assessment data and individual needs.
- 9.08 (5) (b) Skills in the implementation of specific, sequential developmental strategies and remedial strategies for individuals and groups.
- 9.08 (5) (c) Skills in monitoring and modifying instructional strategies and content based upon individual progress.
- 9.08 (5) (d) Knowledge and skills in a variety of individual and group management approaches and techniques.
- 9.08 (6) Family Support and Involvement:
- 9.08 (6) (a) Ability to identify family needs relevant to the young handicapped child.
- 9.08 (6) (b) Ability to provide appropriate family services to meet the identified needs and/or to provide referral to appropriate agencies.
- 9.08 (6) (c) Ability to design and develop appropriate follow-through strategies for the

young handicapped child and family to be implemented in the home.

- 9.08 (6) (d) Ability to develop and implement family education programs and family participation alternatives.
- 9.08 (7) Communication, Consultation, and Team Functioning:
 - 9.08 (7) (a) Knowledge and skills in effective communication, group processes, and collaborative problem solving, especially with parents and families.
 - 9.08 (7) (b) Ability to utilize these skills to consult with any persons or agencies involved with the young handicapped child regarding the implementation of educational services.
 - 9.08 (7) (c) Ability to utilize these skills to function as a member of an interdisciplinary team.
- 9.08 (8) Field Experiences: The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies.

The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

2260.5-R-10.00

Endorsements. The following shall serve as standards for graduate endorsements. After 7-1-94, all endorsement standards shall be reviewed for recency, appropriateness and usefulness and benefit to Colorado students and schools.

10.01 (Rule number reserved.)

10.02 School Library Media. To be endorsed in school library media an applicant shall hold or be eligible for a Type A or equivalent certificate or Provisional or Professional Teacher License and shall have completed the following requirements:

- 10.02 (1) Hold a bachelor's or higher degree from an accepted institution of higher education and have completed an approved upper division or graduate program in school library media in an accepted institution of higher education.
- 10.02 (2) Have completed a minimum one year of teaching experience while holding a valid Type A or B Teachers Certificate or a Provisional or Professional Teacher License.
- 10.02 (3) Have knowledge and skills in each of the following areas:
 - 10.02 (3) (a) Administration of library media programs
 - 10.02 (3) (b) Cataloging and classification
 - 10.02 (3) (c) Media production and design
 - 10.02 (3) (d) Reference services
 - 10.02 (3) (e) Selection, evaluation, and utilization of library media
 - 10.02 (3) (f) Research and evaluation
 - 10.02 (3) (g) Children's and young adults' literature
 - 10.02 (3) (h) Curriculum development and instructional design
 - 10.02 (3) (i) Automation and technology: automated process related to library operations; design, production and utilization of instructional materials and information systems.
- 10.02 (4) Have completed a supervised practicum or internship in an elementary or secondary school library media center at the appropriate grade level(s) for endorsement (Elementary, Secondary, or K-12). The practicum or internship may be waived by the accepted institution upon comparable media experience.

10.03 Reading Teacher. To be endorsed as a Reading Teacher, an applicant shall hold or be eligible for a Type A or B Teachers Certificate or a Provisional or Professional Teacher License and shall have completed the following requirements:

- 10.03 (1) Have completed two or more years of teaching experience in an accredited and/or established elementary or secondary school while holding a Type A or equivalent certificate or a Provisional or Professional Teacher License.
- 10.03 (2) Have completed an approved 5th year graduate program in an accepted institution of higher education in reading designed to develop knowledge and skills in the following areas:
 - 10.03 (2) (a) Diagnostic, prescriptive, and evaluative techniques appropriate to the requested grade level(s) for endorsement.
 - 10.03 (2) (b) Foundations of reading instruction, including methods, techniques, and materials appropriate to the requested grade level(s) for endorsement.
 - 10.03 (2) (c) Psychological processes related to the teaching of reading.
 - 10.03 (2) (d) Diagnostic and remedial teaching of reading, including methods, techniques, and materials.
 - 10.03 (2) (e) Organization and management procedures for reading instruction.
- 10.03 (3) Have graduate studies in a minimum of three supporting areas, such as: tests and measurements; exceptional children; child and adolescent development; speech and hearing; guidance and counseling; child and adolescent literature; language development; curriculum; developmental and advanced reading skills; and reading problems within multi-lingual, multi-cultural, and disadvantaged environments.
- 10.03 (4) Have completed a supervised practicum(s) or internship(s) as a reading teacher at the appropriate grade level(s) for endorsement (elementary, secondary, or K-12).

10.04 Reading Specialist. To be endorsed as a Reading Specialist, an applicant shall hold or be eligible for a Type A or B Teachers Certificate or a Provisional or Professional Teacher License endorsed for reading teacher and shall have completed the following requirements:

- 10.04 (1) An approved 6th year graduate program of studies in reading in an accepted institution of higher education.
- 10.04 (2) Graduate studies in the teaching of reading to qualify for a K-12 reading teacher endorsement. (An elementary or secondary reading teacher shall have completed preparation in reading at the level alternate to the initial reading endorsement.)
- 10.04 (3) Graduate preparation in reading in the areas of: research; organization and supervision of reading instruction; advanced diagnosis of reading and learning disorders; and advanced problems in reading and learning disabilities.
- 10.04 (4) Have completed an advanced supervised practicum or internship as a reading specialist.

10.05 Director of Special Education, K-12. To be endorsed as a Director of Special Education, an applicant shall have satisfied the following requirements:

- 10.05 (1) Hold a master's or higher degree in education or in a related field of special services such as school psychology, school social work, or speech correction.
- 10.05 (2) Have a minimum of two years experience working with handicapped children.
- 10.05 (3) Have completed an approved program for the preparation of directors of special education in an accepted institution of higher education, designed to develop knowledge and skills in the following areas:
 - 10.05 (3) (a) Communications: objective and humanistic communication and leadership training techniques
 - 10.05 (3) (b) General school administration
 - 10.05 (3) (b) (i) Personnel administration, public school finance and law, litigation, and due process
 - 10.05 (3) (b) (ii) Planning, implementing, and evaluating educational programs.
 - 10.05 (3) (c) Special Education
 - 10.05 (3) (c) (i) Learning handicaps of the various disabilities
 - 10.05 (3) (c) (ii) Procedures for identifying and programming for all handicapped children
 - 10.05 (3) (c) (iii) Planning, organizing, and utilizing resources
 - 10.05 (3) (c) (iv) Evaluation of delivery systems
 - 10.05 (3) (c) (v) Establishing evaluation plans, conducting program evaluations and organizing evaluation data into a system for decision-making purposes.

2260.5-R-11.00

Special services endorsements. The following shall serve as standards for special service endorsements on Provisional or Professional Special Services Licenses.

11.01 School Audiologist ages 0-21. The requirements for issuance of a Provisional Special Services License in school audiology shall be:

- 11.01 (1) Graduation from an accredited institution of higher education with a minimum of a master's degree in audiology and successful completion of an approved program in school audiology.
- 11.01 (2) Successful completion of one of the following: the national content/professional knowledge assessment in audiology, an exam to be developed by the American Academy of Audiology or a content assessment adopted by the Colorado State Board of Education.
- 11.01 (3) Demonstration of successful entry-level professional skills for providing services to individuals birth through age 21 and their families, as indicated in sections 11.01 (4) - 11.01 (6).
- 11.01 (4) Audiological assessment
 - 11.01 (4) (a) Knowledge. The school audiologist understands audiologic assessment of children birth - 21.
 - 11.01 (4) (b) Performances. The school audiologist is able to perform:
 - 11.01 (4) (b) (i) identification audiometry, including pure tone audiometric screening, immittance measurements, electrophysiological measurements, and newborn screening.
 - 11.01 (4) (b) (ii) threshold audiometric evaluations, including pure tone air and bone conduction, speech reception and word recognition testing, immittance measurements, otoscopy, special tests including interpretation of electrophysiological measurements, differential diagnosis of auditory disorders, and diagnosis of central auditory processing disorders.
 - 11.01 (4) (b) (iii) audiological assessment of individuals using procedures appropriate for their receptive and expressive language skills, abilities, and behavioral functioning.
 - 11.01 (4) (b) (iv) appropriate medical and educational referral and follow-up procedures and criteria.
- 11.01 (5) Habilitation and rehabilitation
 - 11.01 (5) (a) Knowledge. The school audiologist understands habilitative and rehabilitative aspects of hearing and hearing loss of children birth - 21.
 - 11.01 (5) (b) Performances. The school audiologist is able to:

11.01	(5)	(b)	(i)	evaluate the need for and use of hearing aids, fm systems, cochlear implants, vibrotactile devices, and other hearing assistance technology; performs appropriate selection, use, maintenance of and orientation to appropriate amplification instrumentation (wearable, implantable, and group), including earmold impressions and modifications.
11.01	(5)	(b)	(ii)	perform auditory skill development training appropriate to the developmental needs of the student.
11.01	(5)	(b)	(iii)	apply principles of speech skills development including phonology, voice, and rhythm.
11.01	(5)	(b)	(iv)	demonstrate basic skills in the communication systems and language used by individuals who are deaf or hard of hearing.
11.01	(5)	(b)	(v)	perform visual communication training including speechreading.
11.01	(5)	(b)	(vi)	adapt instruction in language development (expressive and receptive, both oral/signed and written) relative to hearing loss.
11.01	(5)	(b)	(vii)	select and use appropriate instructional materials and media.
11.01	(5)	(b)	(viii)	structure the learning environment.
11.01	(5)	(b)	(ix)	apply principles of classroom acoustics including their implications for learning and the structure of the learning environment.
11.01	(5)	(b)	(x)	apply principles of general child development and behavior management for assessment and interpretation of auditory and communication behavior.
11.01	(5)	(b)	(xi)	implement the IFSP/IEP planning process and procedures:
11.01	(5)	(b)	(xi) (a)	interpret auditory assessment results and their implications on psychosocial, communicative, cognitive, physical, academic, and vocational development;
11.01	(5)	(b)	(xi) (b)	facilitate educational options for individuals who are deaf or hard of hearing including appropriate intensity of services, vocational and work-study programming as part of a multidisciplinary team process;
11.01	(5)	(b)	(xi) (c)	explain legal issues and procedures, especially the legal and due process rights of students, parents, teachers, administrators, and school boards including ADA, IDEA, and Section 504 implications.
11.01	(5)	(b)	(xii)	demonstrate sensitivity to diversity and cultures (including deaf culture).
11.01	(5)	(b)	(xii) (a)	advocate for children who are deaf and hard of hearing.
11.01	(5)	(b)	(xii) (b)	advocate for the listening and associated learning needs of all children.

- 11.01 (6) Management
- 11.01 (6) (a) Knowledge. The school audiologist understands management procedures for communication treatment of individuals who are deaf or hard of hearing or who have difficulties processing speech/language through the auditory system.
- 11.01 (6) (b) Performances. The school audiologist is able to:
- 11.01 (6) (b) (i) perform case management/care coordination services with family, school, medical, and community agencies.
- 11.01 (6) (b) (ii) facilitate transitions between levels, schools, programs, and agencies.
- 11.01 (6) (b) (iii) consult and collaborate with classroom teachers and other professionals regarding the relationship of hearing and hearing impairment to the development of academic and psychosocial skills:
- 11.01 (6) (b) (iii) (a) ensure support for enhancing the development of auditory functioning and communication skills;
- 11.01 (6) (b) (iii) (b) recommend appropriate modifications of instructional curricula and academic methods, materials, and facilities.
- 11.01 (6) (b) (iv) provide advocacy, emotional support, and information about hearing loss and its implications, and interaction strategies to maximize communication and psychosocial development, for the family and individual who is deaf or hard of hearing.
- 11.01 (6) (b) (v) select and maintain audiological equipment.
- 11.01 (6) (b) (vi) maintain records including screening, referral, follow-up, assessment, IFSP/IEP planning and services.
- 11.01 (6) (b) (vii) implement a hearing conservation program.
- 11.01 (6) (b) (viii) implement inservice training for staff and support personnel.
- 11.01 (6) (b) (ix) conduct training and supervision of paraprofessionals.
- 11.01 (6) (b) (x) demonstrate effective interpersonal and communication skills, including sensitivity to individuals, systems, and issues which impact decision making; respects confidentiality.
- 11.01 (7) Field experiences, internship/practicum: The school audiologist candidate shall successfully complete an internship or practicum in a school setting, equivalent to a minimum of 6 weeks full-time, under the supervision of a professional or master level licensed audiologist.

11.02 School Occupational Therapist ages 0-21. The requirements for issuance of a Provisional Special Services License in school occupational therapy shall be:

- 11.02 (1) Completion of at least a bachelor's degree from an accredited university and an approved school occupational therapy program.
- 11.02 (2) Successful completion of the Occupational Therapy National Registration Examination.
- 11.02 (3) Demonstration of knowledge and performance indicated in sections 11.02(4) through 11.02 (7).
- 11.02 (4) Occupational therapy theories and practice:
 - 11.02 (4) (a) Knowledge: The occupational therapist:
 - 11.02 (4) (a) (i) understands current pediatric theory related to the successful practice of occupational therapy within the school environment.
 - 11.02 (4) (a) (ii) has an extensive knowledge of normal fine, gross, visual, sensory, and oral motor development.
 - 11.02 (4) (a) (iii) possesses an extensive knowledge of various physical and medical disabilities and understands the functional impact on gaining independent activities of daily living within the school environment and transitioning into the community.
 - 11.02 (4) (a) (iv) has knowledge of the use of meaningful, functional and environmentally appropriate strategies for all children with special needs, including activities of daily living such as eating and dressing skills, occupational skills such as writing, the use of assistive technology and prevocational skills and/or sensory integration needs.
 - 11.02 (4) (a) (v) knows how to engage students in meaningful experiences which give the sensory motor foundation for being an independent learner within the framework of their special levels of skills and abilities.
 - 11.02 (4) (a) (vi) knows how to develop strategies for maximum independence with those functional skills relevant to the educational environment.
 - 11.02 (4) (a) (vii) understands when there is a need for modifications and adaptations compared to the need for remediation and understands how to make the appropriate classroom adaptations.
 - 11.02 (4) (a) (viii) has knowledge of developmentally appropriate behavior as well as the cognitive, communicative, social/emotional and physical needs of students.
 - 11.02 (4) (b) Performances: The occupational therapist:
 - 11.02 (4) (b) (i) integrates therapeutic strategies into various trans/interdisciplinary learning environments that helps each student develop their needed skills within the most meaningful functional situation possible.

- 11.02 (4) (b) (ii) draws on a wide range of therapeutic strategies that are meaningful, functional, and environmentally appropriate to the student with special needs.
- 11.02 (4) (b) (iii) adapts curriculum materials and presentation style to the unique fine, visual, sensory and gross motor needs of each student.
- 11.02 (4) (b) (iv) adapts various devices and equipment to facilitate more functional and independent skills and minimize increasing deformities.
- 11.02 (4) (b) (v) integrates appropriate technology according to the unique fine, visual and/or gross motor needs of each student.
- 11.02 (4) (b) (vi) develops a safe and healthy environment including necessary modifications unique to special student's physical needs.
- 11.02 (5) Assessment:
- 11.02 (5) (a) Knowledge: The occupational therapist:
- 11.02 (5) (a) (i) has knowledge of a wide variety of assessment approaches that evaluate a student's fine/gross/visual/sensory and oral motor abilities which impact functional and independent skills needed within an educational environment.
- 11.02 (5) (a) (ii) has knowledge of the assessment of the various neuromotor components of physical development as; muscle tone, strength and endurance, individual muscle strength, joint range of motion, automatic balance reactions and responses, and sensory integration.
- 11.02 (5) (a) (iii) knows how to utilize a functional/ecological survey observing normal expectations of sensory, fine, visual, oral and gross motor skills within various school environments and noting special needs students' discrepancies.
- 11.02 (5) (a) (iv) knows how to gather data through record reviews, specific observations, interview and other performance checklists.
- 11.02 (5) (b) Performances: The occupational therapist:
- 11.02 (5) (b) (i) uses screening procedures to determine a need for a complete occupational therapy evaluation or consultation.
- 11.02 (5) (b) (ii) interprets medical reports and prescriptions and appropriately applies them to the educational model.
- 11.02 (5) (b) (iii) selects appropriate assessment tools, formal and informal, that are appropriate to each individual student.
- 11.02 (5) (b) (iv) collaborates with colleagues to establish student's goals and objectives that are related and consistent with the functional skills needed to be as independent as possible within the framework of the school environment or transitioning into the community.

- 11.02 (5) (b) (v) identifies safety concerns around performance, positioning, and needs for assistance with functional life skills performed within the educational environment and transitioning into the community.
- 11.02 (5) (b) (vi) identifies needed adaptations and modifications to optimize a student's functional independence in the school environment or transitioning into the community.
- 11.02 (5) (b) (vii) collaborates with students, family, and educational professionals to set objectives that are relevant to academic success and addresses the therapeutic concern that are impacting student's ability to achieve educational objectives.
- 11.02 (5) (b) (viii) uses accurate data for student's IEP objectives and assesses needs for adjustments.
- 11.02 (6) Communication
- 11.02 (6) (a) Knowledge: The occupational therapist:
 - 11.02 (6) (a) (i) knows how to effectively communicate directly and indirectly (monitoring, consultation) with students, families, teachers and colleagues.
 - 11.02 (6) (a) (ii) knows how to utilizing various forms of technology in communication.
- 11.02 (6) (b) Performances: The occupational therapist:
 - 11.02 (6) (b) (i) demonstrates effective written and oral skills when identifying therapy needs for sensory motor intervention within an educational setting.
 - 11.02 (6) (b) (ii) interacts with all special needs students in a way that supports their choices and encourage and reinforces their initiation of therapeutic activities in a variety of situations.
 - 11.02 (6) (b) (iii) communicates a feeling of respect toward students and adults in words and in actions.
 - 11.02 (6) (b) (iv) communicates effectively in multi-cultural settings.
 - 11.02 (6) (b) (v) communicates directly and indirectly (consultation and monitoring) with students, parents, and other team members including paraprofessionals about student's special needs and progress in both formal and informal settings.
 - 11.02 (6) (b) (vi) discusses occupational and physical issues within an educational context with colleagues, parents, students and others.
 - 11.02 (6) (b) (vii) communicates and interacts in ways that empower and enable colleagues, families and students with special needs.
 - 11.02 (6) (b) (viii) maintains orderly and timely records including screening, referrals, follow-up IEP services.

- 11.02 (7) Roles of occupational therapist in the school and community
- 11.02 (7) (a) Knowledge: The school occupational therapist:
 - 11.02 (7) (a) (i) understands the difference between the educational and the medical model of therapy and can adapt to the educational model.
 - 11.02 (7) (a) (ii) has knowledge of the skills needed in the design and application of therapeutic strategies according to the defined needs and motivational levels, interests and preferences and cultural backgrounds of students.
 - 11.02 (7) (a) (iii) understands the effect of peers, groups, families and communities on the students participation in various activities.
 - 11.02 (7) (a) (iv) understands and recognizes the school's role in providing equal opportunity in the least restricted environment for all students with special physical/cognitive/emotional needs.
 - 11.02 (7) (a) (v) recognizes statutorily stated and accepted ethical and legal standards in the practice of occupational therapy.
- 11.02 (7) (b) Performances: The occupational therapist:
 - 11.02 (7) (b) (i) collaborates with colleagues to establish student performance expectations that are related and consistent with the ecological environment of the school or the community.
 - 11.02 (7) (b) (ii) relates practices to developing a school community that reflects democratic ideals as inclusion, mainstreaming, accessibility, and/or least restrictive environment.
 - 11.02 (7) (b) (iii) advocates for children, parents, schools, and the individualized educational process for students with special needs as they transition from early childhood programs through graduation from high school.
- 11.02 (8) Field experiences and practicum: The school occupational therapist shall have completed field experiences and the practicum indicated by the preparing institution with at least one pediatric affiliation.

11.03 School Orientation and Mobility Specialist ages 0-21. The requirements for the issuance of a Provisional License in school orientation and mobility shall be:

- 11.03 (1) The completion of at least a bachelor's degree from an accredited institution of higher education and the completion of an approved orientation and mobility preparation program.
- 11.03 (2) Passing scores on the National AER Orientation and Mobility Assessment and the holding of a valid National AER Orientation and Mobility Certificate.
- 11.03 (3) Demonstration of knowledge and skills as indicated in sections 11.03 (4) through 11.03 (6).

- 11.03 (4) Knowledge: The orientation and mobility specialist understands:
- 11.03 (4) (a) medical aspects of blindness and visual impairment including the functioning of the visual system, role and functions of low vision clinics, etiology of visual impairments, effects of health conditions and disabilities, and roles of professionals in health care and rehabilitation.
 - 11.03 (4) (b) sensory motor functioning including anatomic and physical development, sensory system pathologies, hearing impairments and auditory functioning, perception, how sensory information affects safety in travel, human locomotion, psychomotor factors influencing mobility and principles of non-visual locomotion.
 - 11.03 (4) (c) human growth and development throughout the life-span including principles of child development, typical and atypical sensorimotor development of blind or visually impaired children and youth, effects of visual impairments on affective, psychomotor, and cognitive development, and the effects of aging on the acquisition of orientation and mobility skills and techniques.
 - 11.03 (4) (d) concept development including concepts involved with purposeful movement, effects of visual impairment on concept development, how concepts are acquired by blind and visually impaired individuals, publications of concepts related to orientation and mobility, how concomitant disabilities affect the acquisition of concepts, and methods/strategies to adapt concept development instruction.
 - 11.03 (4) (e) basic principles of learning theory
 - 11.03 (4) (f) multiple disabilities and learning including effects of additional impairments on the orientation process and mobility, effects of deaf-blindness on communication, orientation, and mobility, environmental demands that effect mobility, and instructional strategies/specialized communication for teaching students with multiple impairments.
 - 11.03 (4) (g) assessment and instructional need including observational techniques, analyzing and selecting environments, standardized and non-standardized assessment instruments, ongoing evaluation, social needs, growth and development factors, and specific strategies for deaf-blind multiple disabilities, and special health needs.
 - 11.03 (4) (h) orientation and mobility systems including use of the “white” cane, adapted canes and devices, prescription of canes and/or devices, construction, assembly, maintenance of mobility devices, use of guide dogs, use of electronic travel aids, use of optical and non-optical devices in mobility and use of ambulatory aids.
 - 11.03 (4) (i) orientation and mobility skills and techniques including human guide techniques, protective and navigational techniques and applications, cane techniques and applications, techniques for adaptive mobility devices, familiarization techniques, indoor and outdoor, techniques for soliciting/declining assistance, orientation and travel skills, public and private transportation and public conveyor systems.
 - 11.03 (4) (j) instructional methods and strategies including media and materials to support

orientation and mobility instruction, sensory information in travel environments, use of optical and non-optical devices, student/instructor monitoring distances, promotion of skill development, safety, independence and “solo” lessons.

- 11.03 (4) (k) history and philosophy of orientation and mobility including major historical events in preparation programs, educational and rehabilitative practices, international development of programs and accreditation processes for education and rehabilitative facilities.
- 11.03 (4) (l) program development, administration and supervision including practice models, methods to develop and organize programs, product sources, quality program indicators, goal and objective development and roles, training levels and procedures for orientation and mobility assistants, ancillary personnel, and volunteers.
- 11.03 (4) (m) access to the community including strategies to empower students and families to be effective consumers of special education and rehabilitation services, advocating for quality programs and service for students, national and local environmental accessibility standards, resources to support the effective provision of orientation and mobility programs, laws pertaining to pedestrian travelers.
- 11.03 (4) (n) attitudes toward blindness and disabilities including psycho-social consequences of congenital and adventitious blindness, adjustment process with visual impairment and concomitant disabilities, impact of vision loss on students and families, socio-cultural factors, coping strategies and community resources and modifications to orientation and mobility skills to meet unique needs.
- 11.03 (4) (o) communication skills including appropriate interaction and rapport with students and families, goal setting and planning, conveying information to students, families, professionals and the community, multidisciplinary, interdisciplinary, and transdisciplinary instructional approaches, communicating with students during instruction from a variety of distances, alternative communication options for students who are deaf-blind or have concomitant disabilities, analyzing and interpreting professional reports, writing reports, record maintenance.
- 11.03 (5) Performances: The orientation and mobility instructor is able to:
- 11.03 (5) (a) conduct assessments considering a student’s unique attributes including utilization of appropriate assessment tools, methods, settings, collaboration with professionals to develop the scope of assessment, demonstration of observation skills, addressing skills in environments relevant to the student and conducting on-going assessment.
- 11.03 (5) (b) plan, conduct, and evaluate lessons according the student’s learning style and stage of development including utilization of appropriate instructional materials, using a variety of resources (low vision clinics, community services, etc.), adaptation of instruction to meet unique needs/conditions, maintaining appropriate monitoring distance during instruction and safety, using timed interventions and providing instruction in relevant environments.
- 11.03 (5) (c) provide a comprehensive program to develop orientation and mobility skills

including sensory skill development, concept development, locomotion/gait development, use of residual vision, orientation skills, basic travel techniques, cane travel, safe community travel, travel in adverse conditions, alternative travel systems and social skills.

- 11.03 (5) (d) promote student's access into the community including providing information to students and families on the educational process, legislation, and community resources, collaborating to develop transition plans, developing community awareness, and networking with agencies and other professionals.
- 11.03 (5) (e) communicate with students, families, and professionals including writing behaviorally stated goals and objectives, demonstrating good rapport with students and families during instruction and regarding performance and responds to student and family concerns, writing comprehensive evaluation reports, maintaining ongoing records and files, communicating/collaborating with other professionals and planning and conducting inservice presentations.
- 11.03 (5) (f) maintain current professional information including current literature, professional organizations, and research.
- 11.03 (5) (g) follow best practices in program administration including adhering to site/program policies, appropriate record keeping, guidelines for use of assistants, and ancillary personnel and volunteers.
- 11.03 (5) (h) maintain professional ethics and practice including: valuing the worth and dignity of each individual, maintaining the highest standards of instruction, ensuring student safety, respecting the confidentiality of student information, respecting the rights of students and families to participate in decisions regarding the instructional program, flexibility, adaptability, equity, and humor, being an advocate for students, and valuing and promoting student independence.
- 11.03 (6) Field experiences. Orientation and mobility students shall complete field experiences and a supervised practicum in variety of settings with a variety of children, youth, and young adults. The practicum shall include a school setting.

11.04 School Physical Therapist, ages 0-21. The requirements for issuance of a Provisional Special Services License for physical therapist shall be:

- 11.04 (1) Graduation from an accredited institution of higher education with a minimum of a bachelor's degree and an approved program in school physical therapy.
- 11.04 (2) Holds a valid Physical Therapy License issued by the Colorado Department of Regulatory Agencies. Successful passing of the examination for this license will be accepted as the specialty area examination.
- 11.04 (3) Demonstrates successful entry level professional skills for providing service to individuals birth through age 21 and their families, indicated in sections 11.04 (4) through 11.04 (7).
- 11.04 (4) Theory and practice

- 11.04 (4) (a) Knowledge: The school physical therapist understands:
 - 11.04 (4) (a) (i) current pediatric theory and practices.
 - 11.04 (4) (a) (ii) fine and gross motor development of the normally developing child.
 - 11.04 (4) (a) (iii) the difference between therapy provided in an educational setting and the medical model of therapy.
 - 11.04 (4) (a) (iv) how to make therapy goals and outcomes meaningful, functional and environmentally appropriate.
 - 11.04 (4) (a) (v) the basics of wheelchair and other adaptive equipment fitting and maintenance.
 - 11.04 (4) (a) (vi) a variety of seating and positioning equipment and other adaptive equipment.
 - 11.04 (4) (a) (vii) record keeping and data collection procedures.
 - 11.04 (4) (a) (viii) assistive technology and adaptations that can support the student's educational program.
- 11.04 (4) (b) Performance: The school physical therapist is able to:
 - 11.04 (4) (b) (i) adapt therapy to an educational model of practice.
 - 11.04 (4) (b) (ii) provide meaningful, functional and environmentally appropriate therapy that will help the student become as independent and productive as is possible.
 - 11.04 (4) (b) (iii) keep accurate data of students IEP objectives and student and family contact.
 - 11.04 (4) (b) (iv) prepare written reports for staffings that are written in non-medical language that can be understood by the parents and educational team.
 - 11.04 (4) (b) (v) interpret medical reports and prescriptions and appropriately apply them to the educational environment.
 - 11.04 (4) (b) (vi) determine what adaptive equipment would make the child more functional within the classroom.
 - 11.04 (4) (b) (vii) determine when a child's wheelchair and other adaptive equipment are in need of maintenance or when the child has outgrown the present equipment and inform the parents.
- 11.04 (5) Assessment:
 - 11.04 (5) (a) Knowledge: The school physical therapist has a broad knowledge of formal and informal assessment tools to help identify students strengths and weakness in the areas of fine motor, gross motor, and visual motor.
 - 11.04 (5) (b) Performance: The school physical therapist is able to:

- 11.04 (5) (b) (i) provide fine and gross motor screenings to determine if a child is in need of a complete evaluation.
- 11.04 (5) (b) (ii) select and administer appropriate gross and fine motor evaluations (formal and informal) to determine eligibility for service and to provide information on a student's strengths, weaknesses, and style of learning to the educational team.
- 11.04 (5) (b) (iii) use a combination of valid and reliable standardized tests and functional assessments.
- 11.04 (5) (b) (iv) use clinical observation and professional judgment as well as test results to reach a comprehensive conclusion.
- 11.04 (6) Roles in school and community
- 11.04 (6) (a) Knowledge: The school physical therapist understands:
 - 11.04 (6) (a) (i) the IEP process.
 - 11.04 (6) (a) (ii) school law and legislation especially as it pertains to related services including parents' rights and confidentiality of information.
 - 11.04 (6) (a) (iii) how a disability affects the child's family.
 - 11.04 (6) (a) (iv) the impact that various disabilities can have on a child's educational program, in the least restrictive environment.
 - 11.04 (6) (a) (v) how to establish goals that optimize the student's functional independence in the community after completing school.
- 11.04 (6) (b) Performance: The school physical therapist is able to:
 - 11.04 (6) (b) (i) act as a resource for school personnel, parents and community members regarding motor related issues.
 - 11.04 (6) (b) (ii) provide suggestions for classroom adaptations for gross and fine motor needs when necessary.
 - 11.04 (6) (b) (iii) advocate for student's rights for an equal education in the least restrictive environment that will allow the student to be successful.
 - 11.04 (6) (b) (iv) be an active and productive member of the student's educational team, collaborating with other team members to determine the student's IEP objectives and take responsibility for their successful completion as part of this team.
 - 11.04 (6) (b) (v) prepare the child to transition from the school environment to the community after completing school.
- 11.04 (7) Communication:
 - 11.04 (7) (a) Knowledge: The school physical therapist understands:

- 11.04 (7) (a) (i) that good interpersonal communication skills are essential to being an effective team member.
- 11.04 (7) (a) (ii) that collaboration between all members of the child's educational team including professionals from the private sector will produce a more effective outcome than individuals acting independently.
- 11.04 (7) (a) (iii) the child's family is an important member of the child's educational team.
- 11.04 (7) (b) Performance: The school physical therapist is able to:
 - 11.04 (7) (b) (i) communicate with the child's family and the educational team regarding the child's motor abilities and how this affects their school performance.
 - 11.04 (7) (b) (ii) explain and demonstrate various therapy interventions that can be carried out by the family and the whole educational team throughout the child's day.
 - 11.04 (7) (b) (iii) keep the family informed as to the child's progress toward the IEP goals as well as to answer questions and to identify concerns that the family may have.
- 11.04 (8) Field experiences: The school physical therapist will complete field experiences as required by the school of physical therapy attended. The practicum may be in a variety of settings but should include a school setting or with school age children.

11.05 School Nurse ages 0-21. The requirements for issuance of a Provisional Special Services License in school nursing shall be:

- 11.05 (1) The completion of a bachelor's degree in nursing from an accredited institution of higher education.
- 11.05 (2) The completion of an approved program for the preparation of school nurses.
- 11.05 (3) Successful completion of requirements for and holding of a valid Colorado Registered Nurse License.
- 11.05 (4) Demonstration of the following knowledge and skills:
- 11.05 (5) Knowledge: The school nurse has knowledge of:
 - 11.05 (5) (a) current theory, research, and practices related to health care for school aged children and youth.
 - 11.05 (5) (b) principles and practices of community health, including school health services, health education, and environmental and health safety.
 - 11.05 (5) (c) basic health assessment skills.
 - 11.05 (5) (d) basic health teaching skills.

- 11.05 (5) (e) principles and practices of mental health promotion of children, youth, and adults, including case finding, counseling, consultation, crisis intervention in situations related to the health status of students.
- 11.05 (5) (f) family systems and social health problems, including nutrition and eating disorders, child abuse and neglect, violence, drug and alcohol abuse, adolescent pregnancy, HIV/AIDS, STD and other communicable diseases.
- 11.05 (5) (g) federal, state, and local rules, guidelines, and procedures to meet the school health needs of all children and youth.
- 11.05 (5) (h) legal rights and due process for education of children who are physically and/or mentally challenged.
- 11.05 (5) (i) nursing procedures for children who are technology dependent.
- 11.05 (5) (j) health beliefs of different cultures and how they impact health care delivery, adherence to health care plans and education in the classroom.
- 11.05 (5) (k) interdisciplinary team skills.
- 11.05 (5) (l) principles and practices and legal issues of leadership in the provision of health care in the school setting.
- 11.05 (6) Performance: The school nurse shall demonstrate skills in:
- 11.05 (6) (a) Assessment:
 - 11.05 (6) (a) (i) assess student health status using data collected from the student, parent, school staff, and health care providers(s).
 - 11.05 (6) (a) (ii) conduct basic screening programs to identify potential health strengths and needs that effect a child's ability to learn.
 - 11.05 (6) (a) (iii) conduct physical assessment, counseling, and conferencing to determine the physical, social, and mental status of the student.
 - 11.05 (6) (a) (iv) assess the school environment and program to determine modifications necessary to meet student health and safety needs.
 - 11.05 (6) (a) (v) interpret health history information, medical reports, nursing observations, and test results using education terminology.
 - 11.05 (6) (a) (vi) assess student/staff education needs for health information, in collaboration with faculty and administration.
 - 11.05 (6) (a) (vii) assess the cultural health beliefs of students to determine the impact on health care delivery, health care compliance and education in the classroom.
- 11.05 (6) (b) Planning:

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| 11.05 | (6) | (b) | (i) | review assessment information and state these findings in functioning levels and needs in the school setting. |
| 11.05 | (6) | (b) | (ii) | develop a school health care plan to meet the student's individual health needs in the school setting. |
| 11.05 | (6) | (b) | (iii) | collaborate with school personnel, student, parents and primary health care provider to establish an effective reciprocal referral system. |
| 11.05 | (6) | (b) | (iv) | develop lesson plans and/or outlines for identified health education needs |
| 11.05 | (6) | (b) | (v) | design disease prevention and health promotion strategies for the students and school staff. |
| 11.05 | (6) | (b) | (vi) | develop educational and program strategies to address the cultural health beliefs of students. |
| 11.05 | (6) | (b) | (vii) | develop recommendations to enhance the school environment and/or modify school program in order to meet student health and safety needs. |
| 11.05 | (6) | (c) | | Implementation: |
| 11.05 | (6) | (c) | (i) | manage the health care plan for the student's special health needs in the school setting. |
| 11.05 | (6) | (c) | (ii) | provide direct health services for the student when appropriate. |
| 11.05 | (6) | (c) | (iii) | provide direct classroom and/or staff health education when appropriate leading to the development of healthy life style habits. |
| 11.05 | (6) | (c) | (iv) | delegate to, train, and supervise other school personnel to implement health care procedures. |
| 11.05 | (6) | (c) | (v) | implement and oversee recommendations to modify the school environment and program to meet student health and safety needs and reduce injuries. |
| 11.05 | (6) | (c) | (vi) | provide health consultation, health education, and health promotion for the student and school staff that will improve school attendance. |
| 11.05 | (6) | (c) | (vii) | act as a liaison among school, community health agencies, care providers, parents and students to improve adherence to student health care plans. |
| 11.05 | (6) | (c) | (viii) | recognize and value that students and families have their own cultural health care beliefs. |
| 11.05 | (6) | (c) | (ix) | participate as a member of the interdisciplinary school health and school teams for student well being. |
| 11.05 | (6) | (d) | | Evaluation: |
| 11.05 | (6) | (d) | (i) | evaluate the student health care plan outcomes and revise plan as needed |

to meet the current needs of the student.

- 11.05 (6) (d) (ii) evaluate health care procedures, counseling, and classroom teaching outcomes.
- 11.05 (6) (d) (iii) evaluate school staff trained to carry out designated health care procedures.
- 11.05 (6) (d) (iv) evaluate health outcomes of school environment and program changes.
- 11.05 (7) Field experiences: The school nurse student shall complete field experiences and a supervised practicum as prescribed by the preparing institution including experiences with school age children in a community health/Public health or school setting.

11.06 School Psychologist ages 0-21. The requirements for issuance of a Provisional Special Services License in school psychology shall be those found in 11.06 (1)-11.06 (9)(b), or 11.06 (10), or 11.06 (11) of these Rules.

- 11.06 (1) The completion of an approved sixth year, specialist program (minimum of 60 graduate semester hours) for the preparation of school psychologists.
- 11.06 (2) Passing scores on the National School Psychology Examination.
- 11.06 (3) Demonstration of knowledge and skill in the following areas:
- 11.06 (4) Psychological and educational foundations
 - 11.06 (4) (a) Knowledge: The school psychologist thoroughly understands
 - 11.06 (4) (a) (i) Psychological foundations including:
 - 11.06 (4) (a) (i) (a) social, physical and cognitive development of children and adolescents;
 - 11.06 (4) (a) (i) (b) theories of learning and motivation;
 - 11.06 (4) (a) (i) (c) developmental psychopathology;
 - 11.06 (4) (a) (i) (d) research methods and psychometric principles;
 - 11.06 (4) (a) (i) (e) individual differences in social, biological, cultural, and cognitive adjustment that affect learning and development.
 - 11.06 (4) (a) (ii) Educational foundations including:
 - 11.06 (4) (a) (ii) (a) the instructional practices that support the education of typical and exceptional students;
 - 11.06 (4) (a) (ii) (b) the organization and operation of schools.
 - 11.06 (4) (b) Performances: The school psychologist:

- 11.06 (4) (b) (i) bases all problem-solving/decision-making in the areas of intervention, consultation, and assessment on a thorough and current understanding of psychological and educational theory and research.
- 11.06 (4) (b) (ii) uses professional skills to meet the needs of diverse populations.
- 11.06 (4) (b) (iii) facilitates procedures and strategies designed to maximize learning for all students.
- 11.06 (5) Assessment
- 11.06 (5) (a) Knowledge: The school psychologist understands the assessment of students' social, emotional, educational, and cognitive status in school and family contexts, as these affect students' school adjustment.
- 11.06 (5) (b) Performances: The school psychologist:
 - 11.06 (5) (b) (i) has the skills to determine the specific psychoeducational assessment procedures that are to be used with any child referred for suspected disabilities as well as the scope and intensity of the assessment procedures to be used.
 - 11.06 (5) (b) (ii) maintains current psychometric standards and uses valid, reliable, and the most recently standardized tests.
 - 11.06 (5) (b) (iii) combines observations, background information, and information from other disciplines in order to reach comprehensive conclusions.
 - 11.06 (5) (b) (iv) participates in the assessment of infant and preschool children especially when social, emotional, or cognitive disabilities are suspected.
 - 11.06 (5) (b) (v) assesses and significantly contributes to the interpretation of social-emotional functioning of students.
- 11.06 (6) Consultation
- 11.06 (6) (a) Knowledge: The school psychologist recognizes consultation practices including the interpersonal processes and intervention strategies that underlie successful consultation with school staff, parents and students.
- 11.06 (6) (b) Performances: The school psychologist:
 - 11.06 (6) (b) (i) consults with teachers, administrators, parents, and district committees on facilitating learning and social adjustment for all students.
 - 11.06 (6) (b) (ii) communicates information that is readily understandable to parents, educators, and students during meetings, inservices, and consultations.
 - 11.06 (6) (b) (iii) refers to and collaborates with community resources for students and their families.

- 11.06 (6) (b) (iv) collaborates effectively with appropriate school, district, and community personnel, including participation with building level teams and crisis response teams.
- 11.06 (7) Intervention:
- 11.06 (7) (a) Knowledge: The school psychologist is knowledgeable about intervention including instruction in individual and group counseling, behavioral and academic interventions, and program design necessary to support, maintain or improve student performances.
- 11.06 (7) (b) Performances: The school psychologist
- 11.06 (7) (b) (i) provides direct and indirect interventions for preventative and remedial services within the school setting.
- 11.06 (7) (b) (ii) provides an array of interventions including individual, group, and systems-based strategies tailored to the uniqueness of the site/district.
- 11.06 (7) (b) (iii) facilitates effective classroom management procedures and strategies.
- 11.06 (7) (b) (iv) provides professionally sound individual and group counseling.
- 11.06 (7) (b) (v) assists in implementing affective education programs.
- 11.06 (7) (b) (vi) teaches effective social-emotional skills.
- 11.06 (7) (b) (vii) assists in planning and implementing effective behavior management programs.
- 11.06 (8) Legal and ethical standards:
- 11.06 (8) (a) Knowledge: The school psychologist understands school psychological practice and professional issues including preparation in the legal and ethical standards and the theoretical and empirical knowledge that underlies the provision of school psychological services.
- 11.06 (8) (b) Performances: The school psychologist
- 11.06 (8) (b) (i) provides services in accordance with all federal and state statutes and regulations, especially those concerning due process, informed consent, privacy rights, and confidentiality.
- 11.06 (8) (b) (ii) provides assessment and intervention services that are sensitive and respectful of individual differences in gender, ethnicity, language, cultural diversity, and sexual orientation.
- 11.06 (8) (b) (iii) uses school psychological practices that are consistent with recognized ethical standards in the field of school psychology.

- 11.06 (8) (b) (iv) respects the values and standards inherent in the practice of school psychology as evidenced by these characteristics: adaptability; communication skills; conscientiousness; cooperation; independence; motivation; personal stability; productivity; professional ethics; and professional image.
- 11.06 (9) Field experiences:
- 11.06 (9) (a) the school psychology intern shall demonstrate skills and knowledge in school psychology through the successful completion of practica and internship including supervised experiences in each of the above skills as they are practiced in assessment, intervention, and consultation services.
- 11.06 (9) (b) the internship experiences shall consist of a full-time experience over one year or half-time over two years with a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting. Other acceptable internship experiences may include private, state-approved educational programs, other appropriate mental health-related programs or settings for the education of children and youth.
- 11.06 (10) Holds a valid National Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board.
- 11.06 (11) Holds a valid license issued by the Colorado State Board of Psychologist Examiners and provides documentation from the professional education unit of a Colorado institution of higher education with an approved school psychology program verifying that the applicant has competencies specified in 11.06 (4) - 11.06 (9)(b) of these Rules and achieves a passing score on the National School Psychology examination as specified in 11.06 (2) of these Rules.

11.07 School Social Worker ages 0 to 21. The requirements for issuance of a Provisional License in school social work shall be:

- 11.07 (1) A master's degree in social work from an accredited institution of higher education and completion of an approved program in school social work.
- 11.07 (2) Successful completion of one of the following: The National School Social Worker Examination; the Colorado assessment for licensed clinical social workers; or the State Board of Education adopted assessment for school social workers.
- 11.07 (3) Demonstration of knowledge and skills in the following areas:
- 11.07 (4) Role of the school social worker
- 11.07 (4) (a) Knowledge: The school social worker understands professional standards and the NASW code of ethics, the history and purpose of school social work, primary role and responsibilities of the school social worker, various models of school social work and self-awareness and the ability to use self in facilitating change.
- 11.07 (4) (b) Performance: The school social worker is able to:

- 11.07 (4) (b) (i) demonstrate commitment to the values and ethics of the social work profession and shall use the NASW's professional standards and code of ethics as a guide to ethical decision making.
- 11.07 (4) (b) (ii) establish priorities for delivery of school social work services including individual and group counseling, advocacy, case management, consultation, and crisis intervention.
- 11.07 (4) (b) (iii) select models of social work service to meet the needs of the students and school being served.
- 11.07 (4) (b) (iv) evaluate school social work programs and models.
- 11.07 (5) Human behavior and social environment
- 11.07 (5) (a) Knowledge: The school social worker understands:
 - 11.07 (5) (a) (i) theories of human growth and development, including learning theory, systems theory, communications theory, social learning theory, and behavioral theory.
 - 11.07 (5) (a) (ii) cultural, racial, gender, and ethnic diversity and the special needs of culturally and linguistically different populations.
 - 11.07 (5) (a) (iii) the needs of at risk children and children with disabilities.
 - 11.07 (5) (a) (iv) social, emotional, and behavioral disorders.
 - 11.07 (5) (a) (v) biological and environmental factors which affect children's ability to function effectively in school.
- 11.07 (5) (b) Performance: The school social worker is able to:
 - 11.07 (5) (b) (i) conduct culturally sensitive assessments of problem learning areas and recommend interventions to meet these needs.
 - 11.07 (5) (b) (ii) consult with teachers, parents, and others regarding the needs of students.
 - 11.07 (5) (b) (iii) assist schools in the identification of students needing special services.
 - 11.07 (5) (b) (iv) implement appropriate school interventions in response to developmentally demonstrated need.
 - 11.07 (5) (b) (v) counsel students and parents in areas which interfere with effective education.
- 11.07 (6) Assessment
- 11.07 (6) (a) Knowledge: The school social worker understands:
 - 11.07 (6) (a) (i) the procedures for adaptive behavior assessment including both formal and informal instruments of measurement.

- 11.07 (6) (a) (ii) how to collect appropriate information and write a social- developmental history.
- 11.07 (6) (a) (iii) the need for introspection and self-evaluation of one's own practice.
- 11.07 (6) (a) (iv) placement and service options for students in various contexts.
- 11.07 (6) (a) (v) the assessment role of the school social worker in the special education process.
- 11.07 (6) (a) (vi) needs assessment procedures.
- 11.07 (6) (a) (vii) diverse populations and cultural differences.
- 11.07 (6) (b) Performance: The school social worker is able to:
- 11.07 (6) (b) (i) conduct an adaptive behavior assessment.
- 11.07 (6) (b) (ii) write a social-developmental history.
- 11.07 (6) (b) (iii) engage in critical self-evaluation of job performance.
- 11.07 (6) (b) (iv) make knowledgeable recommendations for programs or appropriate referrals to agencies.
- 11.07 (6) (b) (v) conduct a culturally sensitive assessment and participate in IEP planning as well as service delivery to special education students.
- 11.07 (6) (b) (vi) maintain an ongoing critical assessment of educationally related social programs in the community and the region.
- 11.07 (6) (b) (vii) create opportunities for students and staff to appreciate diversity and facilitate the understanding of cultural differences.
- 11.07 (7) Individual and family counseling
- 11.07 (7) (a) Knowledge: The school social worker understands:
- 11.07 (7) (a) (i) how to make indepth psychosocial assessments of individuals and of family functioning.
- 11.07 (7) (a) (ii) an array of intervention techniques and basic helping strategies for individuals and families.
- 11.07 (7) (b) Performance: The school social worker is able to:
- 11.07 (7) (b) (i) use basic helping skills (e.g. interviewing, questioning, counseling) to assist students and/or families in understanding the problems they experience in social functioning and help them examine possible options for resolving those problems.
- 11.07 (7) (b) (ii) select and use clearly defined formal treatment modes or models to helping students and/or families improve their social functioning.

- 11.07 (8) Social systems, organization, and case management
- 11.07 (8) (a) Knowledge: The school social worker understands:
 - 11.07 (8) (a) (i) the general systems and ecosystems theory when assessing factors affecting the school situation.
 - 11.07 (8) (a) (ii) the systems for delivery of educational and human services within a democratic society including the functions and services of the federal, state, city, county, and nongovernmental social welfare agencies.
 - 11.07 (8) (a) (iii) the role and function of the school social worker in relation to community agencies.
 - 11.07 (8) (a) (iv) service planning, the complexities of the referral process, and service monitoring.
- 11.07 (8) (b) Performances: The school social worker is able to:
 - 11.07 (8) (b) (i) serve as a liaison among parents, community and schools.
 - 11.07 (8) (b) (ii) develop cooperative service arrangements among agencies and facilitate school linked services.
 - 11.07 (8) (b) (iii) assist parents and school staff in identifying community agencies to meet the needs of students and their families.
 - 11.07 (8) (b) (iv) provide case planning and management services and coordinate service planning with internal school staff.
 - 11.07 (8) (b) (v) employ techniques that help students and families to connect with established services, take action to eliminate barriers to service, and evaluate the success of the service received.
- 11.07 (9) Group work, collaboration, and interdisciplinary teaming
- 11.07 (9) (a) Knowledge: The school social worker understands:
 - 11.07 (9) (a) (i) knowledge of group structure and function.
 - 11.07 (9) (a) (ii) how to work effectively as a group member.
 - 11.07 (9) (a) (iii) the use of the group process in order to teach individuals how to be an effective group member whether in therapeutic groups or as in task oriented work groups.
- 11.07 (9) (b) Performance: The school social worker is able to:
 - 11.07 (9) (b) (i) conduct small groups as an environment for teaching students skills for

effective performance of daily living tasks, communicating information to enhance social functioning or for facilitating problem resolution.

- 11.07 (9) (b) (ii) conduct classroom affective education programs.
- 11.07 (9) (b) (iii) work collaboratively as a member of an interdisciplinary staffing team for assessment of educational problems.
- 11.07 (9) (b) (iv) facilitate group discussion for school staff or for school community groups.
- 11.07 (9) (b) (v) conduct parent groups.
- 11.07 (10) Child, family, and school related laws
- 11.07 (10) (a) Knowledge: The school social worker understands
 - 11.07 (10) (a) (i) the legal and ethical responsibilities of the school social worker.
 - 11.07 (10) (a) (ii) the major provisions of the laws related to education such as the Colorado school attendance law and the federal educational rights and privacy act.
 - 11.07 (10) (a) (iii) the legal issues related to special education, the major provisions of both federal and Colorado laws related to special education , and the responsibilities of the school social worker.
 - 11.07 (10) (a) (iv) child protection and abuse legislation and the school' s responsibility.
- 11.07 (10) (b) Performance: The school social worker is able to:
 - 11.07 (10) (b) (i) apply ethical and legal interventions where needed.
 - 11.07 (10) (b) (ii) assist students parents and school personnel to understand and meet legal responsibilities to students.
 - 11.07 (10) (b) (iii) counsel parents and students about their due process rights as mandated by special education legislation.
 - 11.07 (10) (b) (iv) advocate for students and parents.
 - 11.07 (10) (b) (v) conduct inservices for faculty and staff regarding child protection issues and school attendance issues.
- 11.07 (11) Research and policy development
- 11.07 (11) (a) Knowledge: The school social worker understands:
 - 11.07 (11) (a) (i) procedures for conducting research, appropriate research models for various situations, and current trends in school social work research.
 - 11.07 (11) (a) (ii) how to develop and implement program and needs assessment research.

- 11.07 (11) (b) Performance: The school social worker is able to:
- 11.07 (11) (b) (i) conduct research on current educational or social problems (e.g. school dropouts or attendance problems) and advocate program changes or participate in program development.
- 11.07 (11) (b) (ii) evaluate own school social work practice to assess efficacy or to improve service delivery.
- 11.07 (11) (b) (iii) collect, analyze, and publish data, present technical information to the general public, legislature or other decision makers responsible for changes in programs or conditions which effect public education and child welfare.
- 11.07 (11) (b) (iv) inform the public regarding social problems and possible solutions.
- 11.07 (12) Field experiences. The school social work student shall complete a supervised practicum of 900 clock hours in the field of social work. The practicum shall be completed in a school, social service agency, mental health clinic or facility, or hospital setting. One practicum experience must be completed with school age children.

The practicum should enable the social worker to synthesize and apply a broad range of knowledge learned, including opportunities to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. The social worker should refine his/her communication skills differentially with a variety of client populations, colleagues, and members of the community.

11.08 School Speech/Language Pathologist ages 0-21. The requirements for issuance of a Provisional Special Services License in school speech/language pathology shall be:

- 11.08 (1) Successful completion of a master's degree (or higher) in communication disorders or speech/language pathology. From an accredited institution of higher education.
- 11.08 (2) Completion of an approved program in school speech/language pathology.
- 11.08 (3) Demonstration of knowledge and skills in the following areas:
- 11.08 (4) Communication process, language, literacy, and assessment
- 11.08 (4) (a) Knowledge. The speech/language pathologist has knowledge of:
- 11.08 (4) (a) (i) the basic communication process (normal language acquisition, linguistic differences, speech science, neurology, anatomy, and hearing science).
- 11.08 (4) (a) (ii) language and literacy development (listening, speaking, reading, writing).
- 11.08 (4) (a) (iii) language disorders, delays, and difficulties including etiologies & /or related problems (syntax, semantics, pragmatics, cultural influences, linguistic differences).
- 11.08 (4) (a) (iv) speech disorders, delays, and difficulties including etiologies and/or related

problems (phonology/ articulation, fluency, voice, oral-motor).

- 11.08 (4) (a) (v) state of the art techniques, procedures, and tools for assessment.
- 11.08 (4) (a) (vi) augmentative/ alternative/ assistive technology.
- 11.08 (4) (a) (vii) auditory processing/ hearing.
- 11.08 (4) (a) (viii) behavior related to communicative disorders.
- 11.08 (4) (a) (ix) the interrelated and interdependent components of communication as they impact the learner across environments.
- 11.08 (4) (b) Performances. The speech/language pathologist:
 - 11.08 (4) (b) (i) utilizes knowledge of normal development to identify delayed/disordered speech and language skills and to plan remediation.
 - 11.08 (4) (b) (ii) has and utilizes a broad repertoire of formal and informal assessment strategies to help identify students' strengths and weaknesses in the area of communication.
 - 11.08 (4) (b) (iii) utilizes assessment data to formulate the student's communication needs and individual educational plan.
 - 11.08 (4) (b) (iv) selects formal and informal assessment tools and procedures that are appropriate for each student.
 - 11.08 (4) (b) (v) clearly interprets verbally and in writing the assessment data.
 - 11.08 (4) (b) (vi) integrates assessment information from other professionals.
- 11.08 (5) Service delivery
 - 11.08 (5) (a) Knowledge. The speech/language pathologist has knowledge of:
 - 11.08 (5) (a) (i) the planning process for individual intervention and multiple service delivery options based on assessment results.
 - 11.08 (5) (a) (ii) federal, state, and local rules, guidelines, and procedures (IFSP, EIP, ITP, SRS procedural safeguards, due process, etc.)
 - 11.08 (5) (a) (iii) the use of augmentative/ alternative/ assistive technology.
 - 11.08 (5) (a) (iv) interpersonal communication skills (consultation, collaboration, counseling, listening, interviewing, teaming, etc.)
 - 11.08 (5) (a) (v) accountability, recording keeping and data collection.
 - 11.08 (5) (a) (vi) the role of the speech/language pathologist as part of the special education team and the learning community.

- 11.08 (5) (b) Performance. The speech/language pathologist:
- 11.08 (5) (b) (i) synthesizes and translates knowledge competencies into practice.
 - 11.08 (5) (b) (ii) acts as a resource to schools, parents, and the community regarding all aspects of communication.
 - 11.08 (5) (b) (iii) works effectively with students, school personnel, community, and family in the provision of integrated communication services.
 - 11.08 (5) (b) (iv) implements current, state of the art, technology to maximize students' communication skills.
 - 11.08 (5) (b) (v) works collaboratively with teachers and parents.
 - 11.08 (5) (b) (vi) plans and implements appropriate intervention strategies.
 - 11.08 (5) (b) (vii) implements an appropriate service delivery model for each individual student.
 - 11.08 (5) (b) (viii) adapts regular and special curriculum to meet the needs of individual students.
 - 11.08 (5) (b) (ix) remains flexible.
 - 11.08 (5) (b) (x) communicates effectively with peers, families, and the community regarding the overall importance of communication.
 - 11.08 (5) (b) (xi) communicates effectively with parents, teachers, school staff, care-givers, and other professionals regarding their child's needs, goals and objectives, and general development.
 - 11.08 (5) (b) (xii) individualizes delivery of services so that it is appropriate for the student's goals.
 - 11.08 (5) (b) (xiii) is able to implement the use of augmentative / alternative / assistive technology.
 - 11.08 (5) (b) (xiv) is able to research, request, or network to acquire support when needed.
 - 11.08 (6) Field experiences and practicum: The speech/language pathologist shall successfully completed field experiences, and a practicum or internship with school age children, under the supervision of a professional or master licensed speech/language pathologist.

11.09 School Counselor, ages 0-21: The requirements for the issuance of a Provisional License in school counseling shall be:

- 11.09 (1) Successful completion of a master's degree in school counseling from an accredited institution of higher education and an approved program in school counseling.
- 11.09 (2) Successful completion of the PLACE™ assessment in school counseling.

- 11.09 (3) Demonstration of the following knowledge and skills.
- 11.09 (4) Human growth and development. The nature and needs of individuals at all developmental levels.
- 11.09 (4) (a) Knowledge: The school counselor understands:
- 11.09 (4) (a) (i) the psychology of children, adolescents and young adults, human growth and development and learning needs, and the relationship of counseling to the continuum of experiences in the lives of students.
- 11.09 (4) (a) (ii) theories of learning and personality development.
- 11.09 (4) (a) (iii) ways in which developmental stages affect education and assessment.
- 11.09 (4) (b) Performances: The school counselor:
- 11.09 (4) (b) (i) develops strategies for facilitating development through the transitions of childhood to adolescence and adolescence to young adult.
- 11.09 (4) (b) (ii) applies knowledge of learning and personality development to assist students in developing their full academic potential.
- 11.09 (5) Social and cultural foundations . Issues and trends in a multicultural and diverse society.
- 11.09 (5) (a) Knowledge: The school counselor understands:
- 11.09 (5) (a) (i) implications of sociocultural, demographic and economic diversity on school counseling.
- 11.09 (5) (a) (ii) the unique social, cultural and economic circumstances of students and their racial/ethnic, gender, age, physical and learning differences.
- 11.09 (5) (a) (iii) career counseling processes, techniques and resources including those applicable to special populations.
- 11.09 (5) (b) Performances: The school counselor:
- 11.09 (5) (b) (i) demonstrates awareness and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical and learning differences.
- 11.09 (5) (b) (ii) is sensitive to the nature and the functioning of the student within the family, school and community contexts.
- 11.09 (5) (b) (iii) demonstrates the counseling and consultation skills needed to facilitate informed and appropriate action in response to the cultural differences and special needs of students.
- 11.09 (6) Helping relationships. Counseling and consultation processes.

- 11.09 (6) (a) Knowledge: The school counselor:
- 11.09 (6) (a) (i) knows individual and group counseling approaches appropriate for the developmental stage and needs of children and adolescents.
- 11.09 (6) (a) (ii) understands counseling and consultation theories including both individual and systems perspectives.
- 11.09 (6) (a) (iii) understands intervention and referral procedures.
- 11.09 (6) (b) Performances: The school counselor:
- 11.09 (6) (b) (i) engages in active listening with students, parents, colleagues, administrators and others and formulates relevant responses.
- 11.09 (6) (b) (ii) counsels students during times of transition, separation and heightened stress.
- 11.09 (6) (b) (iii) assists students and their families in addressing the personal, social and emotional concerns and problems that may impede their educational progress.
- 11.09 (6) (b) (iv) demonstrates the ability to negotiate and move individuals and groups toward consensus and/or conflict resolution.
- 11.09 (6) (b) (v) refers students for specialized help when appropriate.
- 11.09 (6) (b) (vi) values the well-being of the students as paramount in the counseling relationship and places students interests above those of the institution.
- 11.09 (7) Group work. Group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- 11.09 (7) (a) Knowledge: The school counselor:
- 11.09 (7) (a) (i) knows principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors.
- 11.09 (7) (a) (ii) understands group counseling methods including procedures for selection, planning and evaluation, and ethical considerations for group work.
- 11.09 (7) (b) Performances: The school counselor:
- 11.09 (7) (b) (i) possesses group counseling and communication skills and employs an eclectic and balanced approach to assisting students and parents.
- 11.09 (7) (b) (ii) applies knowledge of group counseling appropriate for elementary and secondary students.
- 11.09 (8) Career development, educational, and post-secondary planning:

- 11.09 (8) (a) Knowledge: The school counselor:
- 11.09 (8) (a) (i) understands career development theories and decision- making models.
- 11.09 (8) (a) (ii) understands career and educational counseling processes, techniques and resources including those applicable to special populations.
- 11.09 (8) (a) (iii) knows career, avocation, education and labor market information resources.
- 11.09 (8) (a) (iv) understands the resources and procedures used in the application and selection process by higher education, vocational, trade/ technical schools, and the world of work.
- 11.09 (8) (a) (v) understands the application and selection process of financial aid and scholarship programs.
- 11.09 (8) (b) Performances: The school counselor:
- 11.09 (8) (b) (i) assists students in the assessment of their individual strengths, weaknesses, and differences, especially as they relate to academic achievement and post-secondary planning.
- 11.09 (8) (b) (ii) applies knowledge of career assessment and career choice programs.
- 11.09 (8) (b) (iii) implements occupational and educational placement, follow- up and evaluation.
- 11.09 (8) (b) (iv) develops a counseling network and provides resources for use by students in personalizing the exploration of post-secondary educational opportunities.
- 11.09 (9) Appraisal. Individual and group approaches to assessment and evaluation.
- 11.09 (9) (a) Knowledge: The school counselor understands:
- 11.09 (9) (a) (i) theoretical and historical bases for assessment techniques.
- 11.09 (9) (a) (ii) concepts of psychometric statistics such as validity, reliability, measures of central tendency, standard error, indices of variability, and correlation.
- 11.09 (9) (a) (iii) appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer assisted methods.
- 11.09 (9) (a) (iv) age, gender, ethnicity, language, disability and cultural factors related to the assessment and evaluation of individuals and groups.
- 11.09 (9) (a) (v) the assessments used by higher education in the selection and placement of students.
- 11.09 (9) (b) Performances: The school counselor:

- 11.09 (9) (b) (i) demonstrates an understanding of the proper administration and uses of standardized tests.
- 11.09 (9) (b) (ii) applies knowledge of test administration, scoring and measurement concepts.
- 11.09 (9) (b) (iii) applies evaluation procedures for monitoring student achievement.
- 11.09 (9) (b) (iv) applies knowledge of legal and ethical issues related to assessment and student records.
- 11.09 (10) Research and program evaluation. Research methods, basic statistics, and ethical and legal considerations in research.
- 11.09 (10) (a) Knowledge: The school counselor understands:
 - 11.09 (10) (a) (i) basic types of research methods, basic parametric and nonparametric statistics, and uses of computerized data management and analysis programs.
 - 11.09 (10) (a) (ii) the principles, practices, and applications of needs assessments and program evaluation.
- 11.09 (10) (b) Performances: The school counselor uses assessment results to determine guidance priorities and objectives.
- 11.09 (11) Professional orientation . Professional functioning including history, roles, organizational structures, ethics, standards and credentialing.
- 11.09 (11) (a) Knowledge: The school counselor:
 - 11.09 (11) (a) (i) understands the history, philosophy and trends in school counseling.
 - 11.09 (11) (a) (ii) recognizes the ethical standards and guidelines of the American School Counselor Association.
 - 11.09 (11) (a) (iii) understands public policy processes including the role of professional school counselors in advocating on behalf of the professional and for the students they serve.
 - 11.09 (11) (a) (iv) understands the role and function of the school counselor in conjunction with the role of other professional and support personnel in the school.
 - 11.09 (11) (a) (v) recognizes the need for active involvement in professional organizations to maintain high levels of professional knowledge and skills.
- 11.09 (11) (b) Performances: The school counselor:
 - 11.09 (11) (b) (i) advocates on behalf of the school counseling profession.
 - 11.09 (11) (b) (ii) maintains a high level of professional knowledge and skills.
 - 11.09 (11) (b) (iii) applies knowledge of professional and ethical standards to the practice of

school counseling.

11.09 (12) School counseling skills

11.09 (12) (a) Knowledge: The school counselor:

11.09 (12) (a) (i) knows models of curriculum design, implementation and evaluation of curriculum.

11.09 (12) (a) (ii) understands current admission requirements, admission options, and application procedures employed by post-secondary educational institutions.

11.09 (12) (a) (iii) understands the structure and function of a comprehensive, developmental school guidance program.

11.09 (12) (a) (iv) is aware of available technology in support of program goals and goals and objectives.

11.09 (12) (a) (v) understands school law and legislation relevant to school counseling.

11.09 (12) (a) (vi) identifies the legal issues related to special education.

11.09 (12) (b) Performances: The school counselor:

11.09 (12) (b) (i) designs, implements and evaluates a comprehensive, developmental school guidance program.

11.09 (12) (b) (ii) implements and evaluates specific strategies designed to meet program goals and objectives.

11.09 (12) (b) (iii) consults and coordinates efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

11.09 (12) (b) (iv) provides information appropriate to the particular educational transition and assists students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.

11.09 (12) (b) (v) provides assistance to parents and families in order to provide an informed and supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.

11.09 (12) (b) (vi) provides training, orientation and consultation assistance to faculty, administrators, staff and school officials to assist them in responding to the educational development and post-secondary guidance and counseling needs of students.

11.09 (12) (b) (vii) collaborates with teachers, administrators, and other educators in ensuring that appropriate education experiences are provided that will allow all students to achieve success in their educational pursuits.

11.09 (12) (b) (viii) assists in the process of identifying and addressing the needs of the

exceptional student.

- 11.09 (12) (b) (ix) applies knowledge of legal and ethical issues related to the Colorado children's code.
- 11.09 (12) (b) (x) advocates the educational needs of students and works to ensure that these needs are addressed at every level of the school experience.
- 11.09 (12) (b) (xi) promotes use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

- 11.09 (13) Field experiences and practicum: The counseling education student shall complete a minimum of 100 clock hours of field experiences throughout the program and a 600 clock hour supervised internship in a school setting and at the appropriate grade level(s) for the endorsement being sought. Applicants for P-12 counselor endorsement shall complete their 600 clock hour internship at multiple levels.

The internship shall provide opportunities for the student, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.

2260.5-R-12.00

Renewal of Colorado Licenses. The following shall serve as standards for the renewal of Provisional and Professional Licenses, Master Certificates, and endorsements thereon.

- 12.01 Provisional Licenses:** A provisional license may be renewed once for a period of three years for applicants who have not completed the requirements for a professional license as specified in sections 3.05, 3.06, or 3.07 of these Rules, as appropriate. The State Board of Education may renew the licensee's provisional license for one or more additional three-year periods if a provisional licensee is unable to complete an induction program for reasons other than incompetence. A renewal request shall include an application for renewal, payment of the required fee, and a statement concerning the circumstances related to the applicant's inability to complete an induction program.
- 12.02 Professional Licenses:** A Professional Teacher, Special Services, Principal or Administrator License and endorsements may be renewed for a period of five years upon submission of an application for renewal, the fees and completion of professional development activities that will aid the licensee in meeting the standards for professional educators as prescribed in section 12.02 (2) of these Rules. To be eligible to renew a professional license, the holder shall complete such on-going professional development activities within the period of time for which the professional license is valid. Applicants for renewal shall meet the following requirements:
- 12.02 (1) Professional Development Activities. An educator involved in license renewal shall complete professional development activities totalling six semester hours or ninety clock hours and shall be completed within the five-year period preceding the date of expiration of the license to be renewed. Credit may be earned in one-half semester hour increments. Such activities may be selected from one or more of the following:
- 12.02 (1) (a) Inservice Education: A Colorado school district, non-public schools accredited by an agency recognized by the State Board of Education, or BOCES sponsored inservice education program. One semester hour of credit may be accepted for each 15 clock hours of participation. Inservice certificates issued by the sponsoring school district or BOCES shall be submitted as evidence of completion of inservice education.
- 12.02 (1) (b) College or University credit: Credits earned from four-year or graduate accepted institutions of higher education, an institution within the state system of Colorado community and technical colleges or a Colorado local junior college. Courses must be directly related to the standards for professional development as provided in section 12.02 of these Rules. Official transcripts must be submitted as evidence of completion of college credit.
- 12.02 (1) (c) Educational Travel: A travel experience which enhances the educator's knowledge and skills and is directly related to the standards for professional development as provided in section 12.02 of these Rules. One semester hour of credit may be accepted for each 15 clock hours of involvement. Travel time to and from the intended destination shall not be included in the clock hours accumulated. Evidence of educational travel shall be in the form of reports, materials, or products developed.
- 12.02 (1) (d) Involvement in School Reform: Participation in the formulation of policies or practices leading to school or district improvement. Involvement in school reform may include, but is not limited to, service in local accountability and reform efforts or

curriculum, standards, and assessment development. Activities must be directly related to the standards for professional development as provided in section 12.02 of these Rules. One semester hour of credit may be accepted for each 15 clock hours of participation. Evidence of involvement in school reform shall be in the form of reports, materials, or products developed.

- 12.02 (1) (e) Internships: advanced field experiences offered as part of graduate study or other professional training designed to acquire knowledge or enhance the skills of the educator. The internship must be directly related to the standards for professional development as provided in section 12.02 of these Rules. One semester hour of credit may be accepted for each 15 clock hours of participation. Official transcripts or supervisor verification must be submitted as evidence of completion.

- 12.02 (1) (f) Ongoing Professional Development and Training Experiences: Activities of a continuous nature which are directly related to improving the educator's knowledge and skills and directly related to the standards for professional development as provided in section 12.02 (2) of these Rules. One semester hour of credit may be accepted for each 15 clock hours of participation.

Ongoing professional development and training experiences may include, but are not limited to: attendance or presentation at professional conferences; service on state-wide or national educational task forces or boards; professional research and publication; supervision of student teachers, or interns; mentorships; pursuit of national educator certification; professional, technical, or occupational training.

Evidence of ongoing professional development and training may be in the form of reports, materials, products produced and/or verification by supervisors.

- 12.02 (2) Activities completed for license renewal shall be directly related to one or more of the following standards:

- 12.02 (2) (a) knowledge of subject matter content and learning, including knowledge and application of Colorado standards-based education.
- 12.02 (2) (b) effective use and appreciation of assessments;
- 12.02 (2) (c) effective teaching of the democratic ideal;
- 12.02 (2) (d) recognition, appreciation, and support for ethnic, cultural, gender, economic, and human diversity, including disabilities, to provide fair and equitable treatment and consideration for all;
- 12.02 (2) (e) effective communication with students, colleagues, parents, and the community;
- 12.02 (2) (f) effective modeling of appropriate behaviors to ensure quality learning experiences for students and for colleagues;
- 12.02 (2) (g) effective leadership to ensure a school community that is committed to and focused on learning;
- 12.02 (2) (h) consistently ethical behavior and creation of an environment that encourages and

develops responsibility, ethics, and citizenship in self and others;

- 12.02 (2) (i) achievement as a continuous learner who encourages and supports personal and professional development of self and others; and
- 12.02 (2) (j) effective organization and management of human and financial resources to create a safe and effective working and learning environment.
- 12.02 (3) Professional development activities completed by an applicant for license renewal shall apply equally to renewal of any professional educator license or endorsement held by the applicant.
- 12.02 (4) Upon completion of the professional development activities and within the six months prior to the expiration of the license(s) to be renewed, the applicant shall submit:
 - 12.02 (4) (a) an application for license renewal and documentation of professional development activities.
 - 12.02 (4) (b) a statement of how the activities selected aided the educator in meeting the standards for professional educators.
 - 12.02 (4) (c) the required evaluation fee.
 - 12.02 (4) (d) the oath form required in section 2.04 (5) of these Rules.
- 12.02 (5) The Department of Education will evaluate the application and supporting evidence and renew the license, request additional information or explanation, or deny the license renewal if the requirements of section 12.02 (4) of these Rules are not met.
- 12.02 (6) Master Certificates. Educators who hold Master Certificates in conjunction with Professional Licenses may renew the Master Certification by providing evidence that the ongoing professional development, leadership, and demonstration of advanced competencies and expertise have continued during the validity period of the Master Certificate. Master Certificates and the accompanying Professional Licenses may be renewed for a period of seven years.
 - 12.02 (6) (a) Professional development activities for the renewal of Master Certificates may include but need not be limited to: involvement in school reform efforts; service on state-wide boards or commissions; supervision of advanced-level practicum or internship students; advanced study appropriate to standards 5.00 or 6.00 of these Rules; original research and/or publication.
 - 12.02 (6) (b) Master Certificate holders are highly encouraged to serve as mentors, as members of state-wide boards or commissions, as preparers of educators and as advanced practicum supervisors since such service encourages in-depth knowledge and abilities in the standards prescribed in sections 5.00 and 6.00 of these Rules.

12.03 Appeals Process: An applicant whose application for renewal of any license has been denied by the Department of Education may appeal to the State Board of Education. If the State Board of Education finds that the applicant has met the criteria for license renewal, the renewal of the license shall be approved by the State Board of Education.

12.04 Reinstatement of Expired Licenses or Certificates: An applicant whose professional license or certificate is not renewed may reinstate his or her professional license or certificate by meeting the following requirements.

- 12.04 (1) Complete and submit an application for reinstatement.
- 12.04 (2) Submit to the Department of Education such information or other evidence to satisfy the deficiencies that resulted in nonrenewal of the professional license or certificate. Such information or evidence includes but is not limited to evidence of completion of professional development requirements for the license or certificate to be reinstated as provided in sections 12.02 - 12.02 (4) And 21.03 of these Rules, as appropriate.
- 12.04 (3) Pay the reinstatement fee set by the State Board of Education.

2260.5-R-13.00

Approved Induction Programs - Teachers, special service providers, and holders of authorizations. Provisional licenses are valid only in school districts which provide approved induction programs unless the district or other educational entity has been granted a waiver of an induction program as provided in section 23.00 of these Rules. Colorado school districts, consortia of districts or accredited independent schools or other educational entities which employ licensed educators, may develop induction programs for provisional teachers, special service providers, and holders of Type I Authorization-Adjunct Teacher, Type III Authorization-Emergency, and Type VI Authorization-Temporary. The induction program plan shall provide for the gradual implement of the induction program, if needed, over the five-year period from 7-1-94 to 7-1-99. Such programs shall meet the criteria of these Rules and be approved by the State Board of Education and be fully implemented on or before 7-1-99. Initial and continuing approval of such programs may be granted by the State Board of Education.

13.01 Criteria for Approval and Review of Induction Programs: The following shall serve as standards and criteria for the approval of induction programs for provisional teacher and special service licensees. These standards have been developed in consideration of 22-60.5-204 and 213, C.R.S. The Department shall provide technical assistance to school districts in the development of induction programs and shall disseminate information concerning successful programs.

- 13.01 (1) Effective induction programs shall include district plans, policies, and opportunities for teachers which:
- 13.01 (1) (a) Enhance performance of educators according to the Standards prescribed in section 5.00 of these Rules by providing, through mentors and other professionals: demonstrations of improved instructional practices; improvement of educational experiences for all students; and adapting curriculum and instruction to accommodate populations of diverse students.
- 13.01 (1) (b) Encourage professionalism and educator development according to performance standards by: building a foundation for the continued study of teaching; encouraging collaborative relationships among administrators and teachers and partnerships between districts and universities; providing an orientation for new teachers to the culture of the school system, the district, the community, and the teaching profession; providing opportunities for professional growth and ongoing professional development and training, including ethics, for both new teachers and mentors.
- 13.01 (1) (c) District policies will: formalize the profiles of a successful educator at various career stages; provide training of site administrators in the educator induction process; establish standards for the selection, training, and release of mentors who work with new teachers and special service providers; establish an assessment model to review, evaluate and guide the induction program; establish a process for the selection and training of mentors and for the matching of mentors with inductees; establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers; state whether mentors will be included in the evaluation of inductees. If mentors are to be involved in the performance evaluations of inductees, such policies shall state the specific roles and responsibilities of the mentor in evaluations.
- 13.01 (1) (d) Professional support for inductees will include: information related to school and

district policies and procedures; local district goals and local content standards; educator roles and responsibilities; information about the school community; substantive feedback to the inductee about performance; provisions for the extension of the induction program if deemed necessary by the district.

- 13.01 (2) Effective induction programs should consider the following recommendations for implementation:
- 13.01 (2) (a) District plans and policies which may: encourage collaborative efforts between higher education institutions and school districts in induction programs; provide release time for both mentors and inductees; provide some form of compensation for mentors.
- 13.01 (2) (b) Districts may make commitments to: placing new educators in settings where they are likely to succeed; providing inductees with supervisors and mentors skilled in helping new employees; providing sufficient planning time for inductees; clarifying expectations for inductees and mentors; guiding the inductee in the development of an induction portfolio. The purpose of such portfolio is to encourage self-reflection and self-evaluation of educational practice by the inductee, and to document improved performance related to the standards for professional educators as specified in sections 5.00 or 6.00 of these Rules, as appropriate.
- 13.01 (2) (c) District guidelines for selecting mentors may include: the mentor agrees to serve as a mentor; the mentor is an experienced professional who models the standards as reflected in section 5.00 of these Rules with demonstrated excellence in practice; the mentor works well with adults, is sensitive to the viewpoints of others; the mentor is an active and open learner; the mentor is competent in interpersonal and public relations skills.
- 13.01 (2) (d) District guidelines for the assignment of mentors may include: the mentor should be closely matched to the inductee in terms of assignment; the mentor should be located, when possible, in close proximity to the inductee; the mentor and the inductee should have styles that are not in conflict.
- 13.01 (2) (e) Effective induction programs may be based upon the following principles: induction programs should promote purposeful learning by inductees rather than learning through trial and error; induction programs should encourage the retaining of capable, talented professionals; induction programs should enhance the working conditions and job satisfaction of professionals; mentoring should be an opportunity for modeling professionalism; induction programs should provide a safe, risk-taking environment and a collegial atmosphere for teaching and learning; induction programs should promote systemic change and school renewal.

13.02 Program Evaluation: Each induction program shall conduct a self-evaluation every five years. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program. The evaluation information shall be submitted to the Department of Education for use in recommending renewal of the induction program.

2260.5-R-14.00

Induction Programs - Principals and Administrators: Provisional Licenses are valid only in school districts which provide approved induction programs. Colorado school districts or consortia of districts may apply to the State Board of Education for the approval of induction programs for principals and/or administrators. Accredited independent schools or other educational entities employing licensed personnel may also apply for approval of induction programs for principals and/or administrators. Induction programs may be conducted in cooperation with institutions of higher education. Criteria have been developed in consideration of 22-60.5-304 and 309, C.R.S. The induction program plan shall provide for the gradual implementation, if needed, of induction programs over the five-year period from 7-1-94 to 7-1-99. Such programs shall meet the criteria of these rules, be approved by the State Board of Education and be fully implemented on or before 7-1-99. Initial and continuing approval of such programs may be granted by the State Board of Education on recommendation of the Professional Standards Board.

- 14.00 (1) Purposes: Induction programs for principals and/or administrators shall be designed to meet four purposes: Orientation; Socialization and Transition; Technical Skill Development; and Continuous Formative Assessment.
- 14.00 (2) Mentors: Induction programs shall provide for the assignment of mentors to all provisional licensees. Mentors may be selected from a variety of sources including school district personnel or personnel from other districts.
- 14.00 (2) (a) Selection: Mentors must have experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers. Mentors should be selected to match the experience of the inductee. Mentors shall have demonstrated: commitment to the Standards for Principals or Administrators, as appropriate; well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others; effective oral and written communication skills; and an awareness of the political, social and practical realities of the context of the inductee.
- 14.00 (2) (b) Training: Induction programs must include a staff development program for mentors which includes but is not limited to: orientation to mentoring; development of the knowledge and skills contained in the Standards for Principals or Administrators, as appropriate; cognitive coaching; and writing professional growth and improvement plans.
- 14.00 (2) (c) Professional Development Plans: At the inception of the induction period, the mentor and inductee shall jointly develop a professional growth plan in consultation with the inductee's supervisor. The plan is to be based on the inductee's preservice portfolio, the assessments required for the Provisional License, the Standards for Principals or Administrators, and other applicable data. Each inductee must maintain a portfolio of induction activities. The professional development plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee's personal analysis and reflection.
- 14.00 (2) (d) Professional Evaluation: Induction programs shall include summative performance evaluations of inductees. The induction program shall specify the role of the mentor in evaluation: conduct of the evaluation, providing input to the evaluation, or no involvement. The evaluations shall be designed to document growth and performance in relation to the inductee's assignment.
- 14.00 (2) (e) Length of Induction Programs: The induction program shall define a process for

determining when an inductee has successfully completed the program. In no case shall an induction program exceed three years.

- 14.00 (2) (f) Recommendation: The district or districts delivering the induction program shall recommend an inductee for a Professional License based on performance evaluations and ongoing evaluation of the candidate's capability for meeting the Standards for Principals or Administrators at the Professional Level. Criteria for recommendation shall include, but are not limited to: mentor and supervisor recommendation; summative evaluations, and growth documented by formative evaluations.
- 14.00 (2) (g) Program Evaluation: Each induction program shall conduct a self- evaluation every five years which shall include data regarding the success of inductees on the state assessment for the Professional License. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program. The evaluation information shall be submitted to the Principal and Administrator Professional Standards Board for its use in considering renewal of the induction program.

2260.5-R-15.00

Denial, Suspension, Revocation, or Annulment of Licenses and School District Reporting Requirements

- 15.00 (1) The purpose of this section is to establish a procedure for processing complaints and charges for the denial, suspension, revocation, or annulment of licenses and to establish and define standards against which said complaints and charges may be judged. These Rules also provide due process protections for license holders against whom complaints and charges have been lodged. For the purpose of this section, license shall mean any license, certificate, authorization, or endorsement issued by the Department on or after July 1, 1994, pursuant to 22-60.5-101, C.R.S., and any certificate, letter of authorization, or endorsement issued by the Department on or before June 30, 1994, pursuant to 22-60-101, C.R.S.
- 15.00 (2) Licenses may be denied, annulled, or revoked by the State Board of Education in accordance with the State Administrative Procedures Act, 24-4-101 through 107, C.R.S. In cases of the denial of a license, the burden of proof shall rest upon the applicant. Grounds are as follows:
- 15.00 (2) (a) Licenses may be denied or annulled if the license was obtained through misrepresentation or fraud or through misleading information or untruthful statement offered with the intent to misrepresent or mislead or conceal the truth, pursuant to 22-60.5-107 (1). A license may be annulled or modified if the license was mistakenly issued by the Department and it is subsequently determined that the holder is not entitled to the license due to a failure to meet educational or non-educational requirements in effect when the license was issued.
- 15.00 (2) (b) A license may be denied or revoked by the State Board of Education in accordance with the State Administrative Procedures Act, 24-4-101 through 107, C.R.S. The State Board of Education may, at its discretion, commute a revocation to a suspension. A license may be denied or revoked on the following grounds:
- 15.00 (2) (b) (i) When the holder has been determined to be mentally incompetent by a court of competent jurisdiction and a court has entered, pursuant to Part 3 or Part 4 of Article 14 of Title 15 or Section 26-3-104 (4), 27-10-109 (4), or 27-10-125, C.R.S., an order specifically finding that the mental incompetency is of such a degree that the holder is incapable of continuing to teach; except that the license held by a person who has been determined to be mentally incompetent and for whom such an order has been entered shall be denied, revoked or suspended by operation of law without a hearing, notwithstanding the provisions of 22-60.5-108, C.R.S.;
- 15.00 (2) (b) (ii) When the holder is convicted, pleads nolo contendere or receives a deferred sentence for a violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to 18-3-305, 18-6-302, 18-6-701, 18-6-301, or of any of the provisions of part 4 of Article 3, part 4 of article 6, or part 4 of Article 7 of Title 18, C.R.S.;

- 15.00 (2) (b) (iii) When the holder is found guilty or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a violation of any law of this state, any municipality of this state, or the United States, involving the illegal sale of controlled substances, pursuant to 22-60.5-108 (2)(c), C.R.S.;
- 15.00 (2) (b) (iv) When the holder is found guilty of a felony or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a felony in this state, or under the laws of any other state, the United States, or any territory subject to the jurisdiction of the United States, of a crime which, if committed within this state would be a felony, when the commission of said felony, in the judgment of the State Board of Education, renders the holder unfit to perform the services authorized by the license, pursuant to 22-60.5-107(d), C.R.S. Such felonies shall include but shall not be limited to drug possession, felonies involving the use of firearms or deadly weapons, theft or fraud, child exploitation or pornography, offenses against the person, and felonies involving sexual misconduct;
- 15.00 (2) (b) (v) When the State Board finds and determines that the license holder has become professionally incompetent, in accordance with provisions set forth in 22-60.5-107 (4), C.R.S., as defined herein;
- 15.00 (2) (b) (vi) When the State Board finds and determines that the license holder is guilty of unethical behavior, in accordance with provisions set forth in 22-60.5-107 (4), C.R.S., as defined herein.
- 15.00 (3) The State Board of Education may take immediate action to suspend a license without a hearing, notwithstanding the provisions of 22-60.5-108, C.R.S., upon receipt of a certified copy of the judgment of conviction or the acceptance of a plea of nolo contendere or a deferred sentence for any violation of Section 15.00(2)(b)(ii) of these Rules, or upon receipt of a certified copy of the judgment of conviction or the acceptance of a guilty plea or a plea of nolo contendere for any violation of Section 15.00(2)(b)(iii) of these Rules. The State Board of Education may revoke a suspended license based on a violation of Sections 15.00(2)(b)(ii) or (iii) of these Rules without a hearing and without any further action after the exhaustion of all appeals, if any, or after the time for seeking an appeal has elapsed, and upon the entry of a final judgment, pursuant to 22-60.5-107(3), C.R.S. A certified copy of the court's judgment of conviction, the acceptance of a guilty plea, a plea of nolo contendere, or deferred sentence shall be conclusive evidence of such conviction or plea for the purposes of Sections 15.00(2)(b)(ii) or (iii) of these Rules.
- 15.00 (4) In cases where the Board deems summary suspension is appropriate, pursuant with 24-4-104 (4), C.R.S., proceedings for suspension or revocation may be instituted upon the Board's own motion without the necessity for having a charge filed pursuant to these regulations. The holder shall be entitled to a post-deprivation hearing consistent with 24-4-105, C. R. S. At such hearing, the burden of proof shall rest with the holder.

15.01 Standards of Professional Incompetence. For a license holder to be found incompetent, it must be demonstrated that the holder is unable to engage in professional assignments related to the holder's license or endorsement area because of a failure to carry out the teaching, special services, principal or administrative functions as described in Sections 5.0 or 6.0 of these Rules. To warrant removal of the license, violations must be found to be substantial or continued.

15.02 Standards of Unethical Behavior. The following shall serve as standards against which charges of unethical behavior will be judged. To warrant removal of the license, violations must be found to be substantial or continued. It shall be considered unethical behavior for a holder to:

- 15.02 (1) Fail to make reasonable effort to protect the student from conditions harmful to health and safety.
- 15.02 (2) Provide professional services in a discriminatory manner regarding age, gender, national origin, race, ethnicity, color, creed, religion, language, disability, socio-economic status, or status with regard to marriage or sexual orientation.
- 15.02 (3) Fail to keep in confidence information obtained in the course of professional services unless disclosure serves to protect the child, other children, or school personnel, or is required by law.
- 15.02 (4) Direct a person to carry out professional responsibilities knowing that such person is not qualified for the responsibility given, except for assignments of short duration in emergency situations.
- 15.02 (5) Deliberately distort or suppress curricular materials or educational information in order to promote the personal view, interest, or goal of the license holder.
- 15.02 (6) Falsify or misrepresent records or facts relating to the license holder's own qualifications, to other educator's qualifications, or to student records.
- 15.02 (7) Make false or malicious statements about students or school personnel.
- 15.02 (8) Accept anything of substantial value from any person when the license holder knows, or a reasonable person could construe, that the offer is for the purpose of influencing the professional judgment of the license holder, or the performance of professional duties.
- 15.02 (9) Fail to conduct financial transactions relating to the school program in a manner consistent with applicable law, rule or regulation.
- 15.02 (10) Engage in immoral conduct which affects the health, safety, or welfare of children or conduct which offends the morals of the community or sets an inappropriate example for children or youth whose ideals the educator is expected to foster and elevate.
- 15.02 (11) Sell or engage in unlawful distribution of dangerous or unauthorized prescription drugs, or other dangerous nonprescription substances, alcohol or tobacco.

15.03 Complaints

- 15.03 (1) A complaint is a formal statement filed by an aggrieved party or a party in interest of an alleged violation of conditions which, if found to be substantial or continued, and if found to be true, become grounds for denying, annulling, revoking, or suspending the license.
- 15.03 (2) The Department of Education shall supply necessary complaint forms and information to any aggrieved person or party in interest.
- 15.03 (3) Filing of Complaints

- 15.03 (3) (a) A written complaint shall be delivered personally or sent by mail to the Commissioner of Education by the complainant. The complaint shall be signed and sworn to by the complainant. Such complaint shall set forth facts alleging the actions serving as the basis of the complaint to be substantial or continued. A complaint may be initiated by the Commissioner if done within twenty working days of receipt of actual express notice of the actions which give rise to the complaint.
- 15.03 (3) (b) The Department of Education shall determine, within twenty working days of receipt of the complaint, if the complaint meets the requirements of the law and rules before further investigative action is taken by the Department. The Department shall notify the complainant if the complaint is being rejected due to the failure of the complaint to meet the requirement of the law or rules, but that the complaint may be pursued with the local board of education if desired by the complainant. Such notification shall be within five working days of the decision to reject the complaint.
- 15.03 (3) (c) A complaint which meets the requirement of the law or rules and is accepted by the Department, shall be filed within ten working days of acceptance of the complaint with the local board of education and with the person against whom the complaint was filed. The local board may take action pursuant to their locally adopted policies as they deem appropriate.
- 15.03 (3) (d) A complaint may be withdrawn by the complainant at any time during the proceedings; however, the Department may continue proceedings even though the complaint is withdrawn.
- 15.03 (3) (e) Any handling of the complaint shall be consistent with the laws on confidentiality. Directives based on these laws shall be indicated on forms and shall be given to all parties in interest.
- 15.03 (4) Processing Charges
- 15.03 (4) (a) Within forty working days of the acceptance of the complaint, an inquiry into the complaint shall be completed by the Department. The purpose of this inquiry shall be to determine if probable cause for a hearing exists and to file a formal charge against the license holder.
- 15.03 (4) (b) The Department shall send a copy of the charge by certified mail to the person charged within five working days. The Department shall include a notification of such person's right to return a response within twenty working days. If the person charged is an employee of a Colorado school or school district, the Department shall notify the school or school district of the charge.
- 15.03 (4) (c) After the expiration of the twenty working day period allowed for a response or upon receipt of the answer, whichever is sooner, the Department will review the charge and response and determine whether to pursue the charges for denial, revocation or annulment of the license.
- 15.03 (4) (d) The Commissioner is authorized to grant extensions to any of the processing deadline dates in Sections 15.03 (3) and (4) of these Rules, based upon sufficient cause shown.

- 15.03 (4) (e) The Department will present its findings and recommendations to the State Board of Education for action.
- 15.03 (4) (e) (i) If dismissal of the charge is the recommended action, the complainant shall be informed of the date such recommendation will be made to the State Board of Education in the event the complainant should wish to submit a written statement to the Board.
- 15.03 (4) (e) (ii) If denial, revocation, or annulment is recommended and accepted by the Board, the Board shall take action to have the hearing conducted in accordance with 24-4-105, C.R.S.
- 15.03 (4) (f) The Department shall notify by certified mail both the complainant and the person charged of the decision of the State Board of Education to dismiss the charge or conduct a hearing. If the person charged is a current employee of a Colorado school or school district, the Department shall notify such school or school district of the decision of the State Board.
- 15.03 (4) (g) If the decision of the Board is to conduct a formal hearing, the hearing and subsequent proceedings shall be conducted by an Administrative Law Judge appointed by the Division of Administrative Hearings in accordance with 24-4-105(3), C.R.S.
- 15.03 (4) (h) Pursuant to 24-4-105(14), C.R.S., the decision of the Administrative Law Judge shall include the terms and conditions of any denial, revocation, or annulment. The decision of the Administrative Law Judge shall result in a revocation if the charge is sustained. The State Board may, in its discretion, commute the revocation to a suspension or other lesser penalty.

15.04 Reinstatement of a Suspended or Revoked License

- 15.04 (1) Upon the expiration of the period that a license has been suspended, the party affected may request in writing the reinstatement of that license to the Department.
- 15.04 (1) (a) The reinstated license will bear the same expiration date as had been originally issued.
- 15.04 (1) (b) In the event the original license has expired during the period of suspension, the holder will be required to meet all requirements for the renewal of the license.
- 15.04 (2) The holder of the license which has been revoked or annulled by the State Board of Education may apply for a new license, the renewal of the expired license, or the reissuance of the revoked or annulled license to the State Board. Said application will include justification for issuance, reissuance, or renewal with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties and be in compliance with all laws and rules currently in effect. In all cases involving the application for a new license, the renewal of the expired license, or the reissuance of the revoked, suspended or annulled license, the burden of proof shall rest with the applicant.

15.05 Mandatory Reporting of Unlawful Behavior.

- 15.05 (1) Local boards of education and boards of cooperative services or their designees shall immediately notify the Department when any dismissal actions or acceptance of resignations are based upon violations resulting in convictions or pleas of nolo contendere or deferred sentences as set forth in Sections 15.00(2)(b)(i), (ii), (iii), and (iv) of these Rules.
- 15.05 (2) Local boards of education and boards of cooperative services or their designees shall immediately notify the Department when an employee, licensed or non-licensed, has been dismissed or has resigned as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence. The local board or board of cooperative services or their designees shall provide any information requested by the Department concerning the circumstances of the dismissal or resignation.
- 15.05 (3) The local board of education or board of cooperative services or their designees shall notify the Department when the county department of social services or the local law enforcement agency reasonably believes that an incident of abuse or neglect has occurred and an employee of the district or board of cooperative services is the suspected perpetrator and was acting in his official capacity as an employee of the district.
- 15.05 (4) The local board of education or board of cooperative services or their designees shall notify the Department when the board reasonably believes that an employee is guilty of unethical behavior or professional incompetence as set forth in sections 15.01 and 15.02 of these Rules. The local board or board of cooperative services or their designees shall provide any information requested by the Department concerning the employee's behavior or competence.

2260.5-R-16.00

Professional Education Approval Authority. The State Board of Education is authorized by Section 22-2-109 (1), (b), (c), (e), (f), (n), C.R.S to approve programs of study for the preparation of educators for licensure at Colorado accepted institutions of higher education. Initial and continuing approval or non-approval of such programs may be granted by the State Board of Education.

- 16.00 (1) Educator preparation and the approved program process are the cooperative responsibility of Colorado institutions of higher education, local school districts, and the Colorado Department of Education. The purposes of the approved program process are to ensure that prospective educators are provided with an opportunity to reach the standards for Provisional Licenses established by the State Board of Education, to require a level of quality in the professional education programs that fosters competent practice of graduates, to encourage institutions to meet rigorous academic standards of excellence in professional education, and to facilitate reciprocity in the licensure/certification process across states.
- 16.00 (2) An institution seeking approval of its educator preparation programs shall be an accepted institution and shall submit required documentation prior to the on-site review indicating how established state standards are met. The five-year review for continuing approval will require institutions to respond to weaknesses identified in the previous on-site review, to changes in the program since the last review, and to any new standards developed and approved by the State Board of Education. On-site reviews may be scheduled to coincide with national accreditation reviews. The Department of Education may schedule interim on-site visitations during the five-year approval period to verify progress toward compliance or to monitor continued compliance with standards.

16.01 Procedures for Initial and Continuing Approval of Accepted Institutions of Higher Education in Colorado for the Preparation of Educators.

- 16.01 (1) The institution's chief administrative officer shall notify the Commissioner of Education in writing of the institution's intent to seek approval to offer approved programs of educator preparation leading to recommendation for licensure.
- 16.01 (2) An on-site review of the proposed programs shall be conducted according to section 16.03 of these Rules.

16.02 Procedures for the Periodic Review of Existing Accepted Institutions in Colorado.

- 16.02 (1) Educator preparation institutions in Colorado will be visited at least once every five years in order evaluate approved programs.
- 16.02 (2) The Department of Education will notify accepted institutions of pending fifth-year reviews. Such notifications shall be given at least one academic year in advance of scheduled visits. The institution will be asked to identify acceptable dates.
- 16.02 (3) For continuing approval, the dean or chair of the professional education unit shall appoint a representative to work with the Department's designated liaison in preparation for the on-site review.

- 16.02 (4) The institution will prepare a self-study report which provides the documentation required to demonstrate compliance with state standards. Sufficient copies of this report will be transmitted to the Department.

16.03 Conduct of the On-Site Visitation and Reporting Procedures.

- 16.03 (1) Conduct of the visit.
- 16.03 (1) (a) The visit shall be conducted by the Department of Education. The Department shall assure that the visit is carefully scheduled, planned, and executed, and assume responsibility for team expenses. The institution shall bear responsibility for all other visitation expenses.
- 16.03 (1) (b) The Department of Education shall establish a trained pool of qualified visitation team members. Visitation team members and chairs shall be selected by the Department from the pool in keeping with the nature of the institution and the programs to be reviewed. The number and expertise required of team members shall be determined by the numbers and scope of programs to be reviewed. Proportionate distribution will be maintained among teachers, administrators, college personnel, and citizens and shall include, to the extent practicable, racial, ethnic, gender, and geographic representation. Representatives from the institution to be visited shall be given the opportunity to challenge the name of any proposed team members.
- 16.03 (1) (c) The team will assess the institution and its programs in terms of these Rules. The basic responsibility of the team shall be to make every effort to guarantee that each visitation is competently and professionally executed.
- 16.03 (1) (d) Each visit will begin with a team orientation at which issues will be identified, persons to be interviewed will be selected, and clarifying materials or information discussed.
- 16.03 (1) (e) Interviews with college personnel shall be arranged by appointment. A meeting with teacher education students and recent teacher education graduates of the institution will be arranged as a part of all visits. Other special group meetings may be arranged as necessary and desirable.
- 16.03 (1) (f) A meeting with persons selected by the institution and members of the visiting team may be arranged at the close of the visit to resolve conflicting observations and data and to supply missing data. No attempt will be made at this meeting to evaluate the findings. A suggested timetable of reporting to the State Board of Education shall be given at this time.
- 16.03 (1) (g) Each team shall be chaired by a person chosen by the Department for experience, competence, and general knowledge of the kinds of programs to be evaluated.
- 16.03 (1) (h) Each member of the visiting team is responsible for supplying the team chair with a written statement of his findings prior to departure from the campus, including a description of the ways in which the programs meet the standards and a statement of ways in which the programs are at variance with the standards.
- 16.03 (1) (i) Using the reports submitted by team members, the team chair will assist the

Department liaison in the compilation of a rough draft of the report, and return the draft to all team members. The Department liaison will prepare the final report reflecting the changes suggested by the team members.

- 16.03 (1) (j) Copies of the final report will be sent to the dean of education of the college visited and team members. The college shall prepare a response document to the report. This response document will provide the college the opportunity to indicate any errors in fact, to react to perceptions and evaluations of the visiting team members, and to provide a plan for the modification of programs which do not fully meet the standards. The plan should include a time frame, means, and process for carrying out the plan.
- 16.03 (1) (k) Within 60 days of receipt of the final report, unless extended for cause, the institution shall submit its response and plan to the Department. The Department will review the response document and plan for modification of programs and advise the State Board of Education concerning appropriate action.
- 16.03 (1) (l) The State Board of Education may grant the institution and its programs one of the following:
 - 16.03 (1) (l) (i) Full Approval - The institution's professional education unit and endorsement programs are in compliance with state standards. Graduates may qualify for licensure under the approved program process.
 - 16.03 (1) (l) (ii) Approval With Conditions - The professional education unit and/or its endorsement programs are in non-compliance with state standards. The State Board of Education shall determine a time-period for remediation of the non-compliance areas and will determine whether currently enrolled students may qualify for licensure under the approved program process.
 - 16.03 (1) (l) (iii) Non-Approval - The professional education unit and/or its endorsement programs are in non-compliance with state standards. Graduates of the institution and its programs will not qualify for licensure in Colorado through the approved program process.
- 16.03 (1) (m) In actions resulting in non-approval, the State Board of Education shall notify the Colorado Commission on Higher Education of non- approval and recommend that the Commission terminate such programs at the institution.

16.04 Procedures for the Approval of New or Modified Teacher Education Programs.

- 16.04 (1) Institutions of higher education shall present a complete proposal for a new or amended program which addresses the State Board of Education standards for program approval and appropriate endorsement standards.
- 16.04 (2) The following procedures shall be followed in seeking approval of a new or amended program:
 - 16.04 (2) (a) The dean or chair of the professional education unit shall notify the Department in writing of the institution's intent to seek approval of an educator preparation program or substantive modification of a currently approved program.

- 16.04 (2) (b) Upon receipt of the institution's notice, a Department liaison will be assigned to provide assistance to the institution.
- 16.04 (2) (c) Institutions shall be advised that students completing non-approved or substantively modified programs will not be eligible for licensure under the approved program process until the program is fully approved by the State Board of Education.
- 16.04 (2) (d) Approval for a modified program must be sought when substantial modification in content, experiences, or sequence of an approved program is proposed. Notice of nominal modifications shall be provided to the Department for information.
- 16.04 (3) Upon receipt of the proposal, the Department shall review the documentation in accordance with these Rules. The Department shall advise the State Board of Education concerning appropriate action. Notice of the State Board action shall be provided to the dean or chair of the professional education unit of the institution of higher education.

16.05 Creative Programs for Licensing and Endorsement. Creative programs leading to licensure are encouraged. Such programs shall be directed toward new licensure approaches having the potential for making educator preparation programs more effective and efficient. The program design and intended duration of the program must be submitted by the institution of higher education to the Department. The Department shall review the proposal and advise the State Board of Education concerning appropriate action. Annual evaluations shall be submitted to and reviewed by the Department. At the conclusion of the pilot program, the State Board may approve the program as a regular offering of the institution's approved educator preparation program upon request of the institution.

16.06 Voluntary Request for Withdrawal of Approval. Any institution voluntarily wishing to have approval withdrawn shall notify the State Board of Education in writing of its desire and request appropriate action by the State Board. Consideration shall be given to any students enrolled in the program.

16.07 Institutional Appeals Procedure.

- 16.07 (1) Any institution that has formally requested approval of an educator preparation program, for which the State Board of Education has denied approval, may appeal such action.
- 16.07 (2) An aggrieved institution shall file notice of appeal within thirty days after receiving notification of final action of denial by the State Board. Notice of appeals shall be filed with the Commissioner of Education.
- 16.07 (3) Upon receipt of notification, the Commissioner will designate, after consultation with the aggrieved institution, a hearing officer who will, at the Department's expense, conduct a preliminary hearing to determine if substantive grounds for appeal exists.
- 16.07 (3) (a) Such grounds will be limited to:
 - 16.07 (3) (a) (i) Alleged incompetence of the visitation team.

- 16.07 (3) (a) (ii) Alleged gross misinterpretation of evidence supplied by the institution.
- 16.07 (3) (a) (iii) Alleged arbitrary or capricious action.
- 16.07 (3) (b) The hearing officer will, after reviewing evidence emerging from the hearing, recommend to the State Board that the appeal be granted or denied.
- 16.07 (4) The appeal will be heard within sixty days after the hearing officer has presented his recommendation for granting appeal. This hearing shall be limited to the scope of the grievances as delineated by the hearing officer. Evidence of educator preparation program or institutional changes subsequent to action by the State Board will not be admissible. The State Board, subsequent to the hearing, may grant approval, provisional approval, or deny approval.
- 16.07 (5) All costs for preliminary hearings and any appeals hearing, except those incurred by the institution, shall be borne by the Department.

16.08 Annual Reports. On or before December 1 of each year, Colorado accepted institutions will submit annual reports of educator preparation to the Department of Education on forms supplied by the Department.

- 16.08 (1) The purpose of such reports shall be to facilitate communication between the institution and the Colorado Department of Education.
- 16.08 (2) Such reports shall include:
 - 16.08 (2) (a) The number of individuals recommended for initial licensure and for specialized endorsements.
 - 16.08 (2) (b) An identification of supportive or adverse developments which have an impact on the institution's educator preparation programs.
 - 16.08 (2) (c) An identification of actions to correct deficiencies or to improve conditions which were identified as needing attention at the time of a Department visit or subsequent correspondence.
 - 16.08 (2) (d) An indication of how educator preparation programs have been modified: to comply with current state standards in sections 5.00 and 6.00 and sections 8.00-11.00 of these Rules; according to data provided by the first and third year teachers, principals, and administrators survey as indicated in section 19.00 of these Rules; and in consideration of the information provided by the State Board adopted assessments.

2260.5-R-17.00

Standards for the Approval of Educator Preparation Programs. The following shall serve as standards for the initial and continuing approval of accepted institutions in Colorado seeking approval for educator preparation programs. Initial and continuing approval or denial of such programs is determined by the State Board of Education.

17.01 Design of the Professional Education Programs.

The professional education unit has high quality programs that are based on State Board of Education standards, sections 5.00, 6.00, and 7.00 through 11.00 of these Rules. The programs are coherent and consistent with the institution's mission and are continuously evaluated.

- 17.01 (1) The programs are explicitly stated, well articulated, and shared among faculty, candidates, and other members of the professional community.
- 17.01 (1) (a) The programs reflect the philosophy and purposes of the state standards, contain assessment statements of desired results for candidates, and provide rationale for course work, field experiences, and program evaluation.
- 17.01 (1) (b) Coherence exists between the stated programs and student outcomes, courses, field experiences, instruction, and evaluation.
- 17.01 (1) (c) The programs are designed to prepare teachers and other school professionals in accordance with the goals of standards-based education.
- 17.01 (2) General Studies

The professional education unit ensures that teacher candidates have received preparation and experiences in the liberal arts and sciences.
- 17.01 (3) Content Studies

The professional education unit ensures that all candidates demonstrate academic competence in their content/endorsement area(s).
- 17.01 (3) (a) The professional education unit ensures that candidates develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.
- 17.01 (3) (b) Programs in each content area are developed consistent with state standards 8.00-11.00 of these Rules.
- 17.01 (4) Professional Studies
- 17.01 (4) (a) The professional education unit ensures that all candidates acquire and apply the professional standards found in sections 5.00 or 6.00 of these Rules.
- 17.01 (5) Quality of Instruction

Teaching in the professional education unit exemplifies best practice as defined by the following:

- 17.01 (5) (a) Faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
- 17.01 (5) (b) Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.
- 17.01 (5) (c) Teaching reflects knowledge about and experiences with cultural diversity and exceptionalities.
- 17.01 (5) (d) Instruction is continuously evaluated and the results are used to improve teaching within the professional education unit.
- 17.01 (6) Field Experiences

The professional education unit ensures that field experiences are based on state standards as described in sections 5.00 and 6.00 of these Rules, are well-planned, on-going, integrated into the program sequence, are of high quality, and continuously evaluated.
- 17.01 (6) (a) Preservice preparation programs include intensive and extensive field experiences in which candidates can observe and practice solutions to problems under the direction and supervision of qualified academic and clinical faculty.
- 17.01 (6) (b) The professional education unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to relate principles and theories from state standards 5.00 and 6.00 to actual practice. The field experiences include study and practice in communities which include students of different ages, and with culturally diverse and exceptional populations.
- 17.01 (6) (c) Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty and administrators, students, and peers.
- 17.01 (6) (d) Clinical and field-based experiences are sufficiently extensive and intensive for candidates to demonstrate competence in sections 5.00 and 6.00 of these Rules and allow candidates to experience all aspects of the professional role for which they are preparing.
- 17.01 (6) (e) The professional education unit selects quality field sites in which candidates may develop the required knowledges and exhibit performances.
- 17.01 (6) (f) The professional education unit assigns candidates to sites where they will receive diverse experiences which complement previous experiences. Candidates seeking endorsements or licenses for more than one grade or developmental level shall be assigned to field experiences at such levels.
- 17.01 (6) (g) culminating field experiences (student teaching, practicum, or internship) shall be at the level and in the endorsement area and license being sought by the candidate.
- 17.01 (6) (g) (i) culminating field experiences shall provide opportunities for increasing responsibilities for planning and instruction and communication with the supervising professional(s) to reflect on teaching, learning and behaviors.

- 17.01 (6) (g) (ii) such experiences shall be designed to enable candidates to demonstrate the required knowledges and performances as prescribed in the appropriate standards for endorsement(s) or license being sought.
- 17.01 (6) (g) (iii) the supervising school professional shall be selected jointly by the professional education unit and the site administrator based upon evidence of quality practice.
- 17.01 (6) (h) The professional education unit assures that unit faculty have regular and continuing contact with field-based sites and candidates.
- 17.01 (7) Professional Community

The professional education unit faculty collaborates with other higher education faculty, school personnel and other members of the professional community to design, deliver, and improve effective programs for the preparation of school personnel and to improve the quality of education in the schools.
- 17.01 (7) (a) Faculty who teach general, content, and professional studies regularly collaborate in program planning and evaluation.
- 17.01 (7) (b) The unit has agreements with schools and other professionals to ensure that students are supported in the achievement of the program's goals. Clinical and other field-based experiences are collaboratively designed and implemented.
- 17.01 (7) (c) Collaborative relationships are developed with school-based professionals to develop and improve the professional education programs.

17.02 Candidates in Professional Education

17.02 (1) Qualifications of Candidates

The professional education unit recruits, admits, and retains a diverse student body which demonstrates potential for professional success in schools.

- 17.02 (1) (a) The professional education unit has adopted and uses a comprehensive system to assess the qualifications of candidates seeking admission, including background screening and an assessment of basic skills. State adopted basic skills assessments including oral English proficiency shall be taken prior to admission to the professional education program.
- 17.02 (1) (b) Incentives and affirmative procedures attract candidates with potential for professional success. Applicants from diverse economic, racial, ethnic and cultural backgrounds, and both genders are recruited.
- 17.02 (1) (c) Admission decisions are monitored by the unit to ensure that the admissions criteria are equitably applied. Admission decisions are monitored to ensure that the published set of criteria delineating acceptable levels of performance for admission are applied.

- 17.02 (1) (d) Candidates admitted to preservice principal and administrator programs must have the support and sponsorship of a school district or be selected through a process that involves expert principals and administrators from diverse cultural, racial, and ethnic backgrounds and of both genders.
- 17.02 (1) (e) Policies allow for alternatives to the established admission procedure to encourage the participation of individuals from under-represented groups and other students as determined by the unit.
- 17.02 (2) Monitoring and Advising Candidates
- The professional education unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.
- 17.02 (2) (a) The progress of candidates at different stages of the program is monitored through performance assessments using systematic procedures and time lines.
- 17.02 (2) (b) Assessment of a candidate's progress is based on multiple data sources.
- 17.02 (2) (c) Assessment data are used to assist candidates who are not making satisfactory progress.
- 17.02 (2) (d) The ability of candidates to create meaningful learning experiences that are based on their general, content, and professional knowledge is assessed.
- 17.02 (2) (e) Criteria consistent with State Board standards 5.00 and 6.00 are used to determine eligibility for clinical and field-based experiences.
- 17.02 (2) (f) The professional education unit ensures that the State Board adopted basic skills and oral English proficiency assessments are successfully completed prior to student teaching or culminating field-based experiences.
- 17.02 (2) (g) Candidates are provided clear information about requirements needed for completion of their professional programs, including assessment requirements and remediation strategies, other requirements for licensure, and career and employment information.
- 17.02 (2) (h) The unit ensures that students exiting educator preparation programs have constructed a professional portfolio which contains evidence of learning accomplishments related to Standards 5.00 or 6.00 of these Rules. The portfolio shall contain evidence to verify knowledge, skills and abilities, and applications with various types of students and adults and in various settings. Such portfolio may include but need not be limited to (i) summaries of professional and student research, (ii) videotapes of actual performance in the student's area of specialization or endorsement, (iii) examples of self-analysis and reflection of progress, (iv) formative and summative assessments of performance in academic, clinical, and field-based experiences, (v) and evidence of state-adopted licensing assessment results.
- 17.02 (3) Program Completion

The professional education unit ensures that each candidate's competence, consistent with State Board standards 5.00 or 6.00 and 8.00-11.00, as appropriate, is assessed prior to completion of the program and recommendation for licensure.

- 17.02 (3) (a) The unit establishes and publishes a set of performance criteria for exit from each professional education program.
- 17.02 (3) (b) The candidate's mastery of a program's stated performance criteria is assessed through the use of multiple sources of data.
- 17.02 (3) (c) The unit ensures that students exiting educator preparation programs are assessed, including a review of the student's professional portfolio, for knowledge, skill, and performance.

17.03 Professional Education Faculty

The unit ensures that the professional education faculty are qualified for their assignments and actively engaged in the professional community

17.03 (1) Faculty Qualifications

Professional education faculty have demonstrated competence in each field of specialization that they teach.

- 17.03 (1) (a) Higher education faculty, both full-time and part-time, have exceptional expertise in their field(s) to qualify them for their assignments.
- 17.03 (1) (b) Higher education faculty are knowledgeable about current practice related to the use of technology.
- 17.03 (1) (c) Higher education faculty are knowledgeable about and have experience with teaching and learning, cultural differences and exceptionalities, and their instructional implications.

17.03 (2) Composition of Faculty

The professional education unit recruits, hires, and retains a diverse faculty and implements and evaluates a plan to attract and retain a diverse faculty.

- 17.03 (2) (a) The professional education unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.
- 17.03 (2) (b) The faculty is culturally diverse.

17.04 Governance and Accountability of the Professional Education Unit

- 17.04 (1) The professional education unit is clearly identified, operates as a professional

community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

- 17.04 (1) (a) All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.
- 17.04 (1) (b) The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.
- 17.04 (1) (c) The unit has sufficient personnel, instructional, technical and physical resources to assure the consistent delivery and quality of each program offered.

2260.5-R-18.00

Alternative Teacher Programs and Minority Alternative Teacher Fellowship

Program. The following shall serve as standards for the initial and continuing approval of alternative teacher programs and specify the criteria to be applied to the minority alternative teacher fellowship program. A Colorado school district or districts, board of cooperative services (BOCS), or accredited independent school(s), may apply to the State Board of Education for approval of an alternative teacher program pursuant to 22-60.5-102(5) and 22-60.5-205, C.R.S.

- 18.00 (1) An alternative teacher program shall:
 - 18.00 (1) (a) Be a one-year program of study and training of teacher preparation for persons of demonstrated knowledge and ability who hold an Alternative Teacher License issued pursuant to section 3.12 of these rules.
 - 18.00 (1) (b) Be the responsibility of a designated agency whose duties shall include the organization, management and operation of the program.
 - 18.00 (1) (b) (i) The designated agency may include a Colorado school district or districts, accredited independent school(s), BOCS, an institution of higher education, or any combination thereof. For the purpose of these rules, accredited independent school shall mean a school recognized pursuant to State Board Rules 1 CCR 301-1.
 - 18.00 (1) (b) (ii) The designated agency shall establish an advisory council which shall include, at a minimum, representatives of each participating school district, board of cooperative services, or accredited independent school, including at least one master or mentor teacher, and a representative of any accepted institution of higher education involved with such designated agency.
 - 18.00 (1) (b) (iii) Notwithstanding any law to the contrary, the State Board of Education is authorized, for good cause, to waive any requirements imposed by law regarding such participation in any designated agency which, in its discretion, it deems necessary.
 - 18.00 (1) (c) Require alternative teachers to be employed full time by a Colorado school district, accredited independent school or BOCS to teach, receive training, and be supervised by a mentor teacher and a support team. Such training shall include 225 clock hours of planned instruction and activities to include training in dropout prevention. The total amount of hours of instruction and activities may be modified by the support team during the term of the alternative teacher contract based upon the qualifications, knowledge, and experience of the alternative teacher. Performance evaluations of alternative teachers shall be conducted in accordance with 22-9-106, C.R.S. Mentor teachers may evaluate alternative teachers if trained in accordance with 22-9-106 (4), C.R.S., except that mentor teachers shall not be required to hold an administrative license.
- 18.00 (2) Applications submitted by designated agencies for approval of alternative teacher programs shall include:
 - 18.00 (2) (a) Evidence of the establishment of an alternative teacher advisory council by the designated agency.
 - 18.00 (2) (b) Duties of the advisory council which shall include, but not be limited to, advising

the designated agency on the organization, management, and operation of the approved alternative teacher program.

- 18.00 (2) (c) Criteria for the selection of mentor teachers which shall include, but not be limited to, general consensus of outstanding teaching and school leadership, ability to provide exemplary modeling and counseling to the alternative teacher, level of experience, educational attainment, and proper license and endorsement. District guidelines for selecting mentors may include: the mentor agrees to serve as a mentor; the mentor is an experienced professional with demonstrated excellence in practice; the mentor works well with adults, is sensitive to the viewpoints of others; the mentor is an active and open learner; the mentor is competent in interpersonal and public relations skills.
- 18.00 (2) (d) Duties of the mentor teacher which shall include, but not be limited to, serving as a member of the support team, providing ongoing counseling and supervision of the alternative teacher, and having the primary responsibility for representing the faculty and parents in the process of evaluating and making recommendations regarding the certification of the alternative teacher. Mentor teachers may evaluate alternative teachers if trained in accordance with 22-9-106(4), C.R.S., except that mentor teachers shall not be required to hold a principal or administrator license.
- 18.00 (2) (e) Provisions to ensure the proper discharge of duties by the mentor teacher which may include, but not be limited to, training in mentoring and training in performance evaluation. Such provisions may also include adequate time and/or compensation for planning, observation, and conferencing with the alternative teacher.
- 18.00 (2) (f) Criteria for selection of the alternative teacher support team which shall include the alternative teacher's mentor teacher, the building principal, and a representative of the accepted institution of higher education.
- 18.00 (2) (g) Duties of the support team which shall include, but not be limited to:
 - 18.00 (2) (g) (i) Evaluating prior learning and experiences of the alternative teacher.
 - 18.00 (2) (g) (ii) Developing the planned instruction and activities appropriate to the alternative teacher and which meet State Board of Education standards as prescribed in section 18.00(2)(h) of these Rules. Such instruction shall include, prior to the beginning of the school year, an orientation to schools and student population, policies, procedures and teacher responsibilities.
 - 18.00 (2) (g) (iii) Assuring that the major portion of the alternative teacher's assignment is in the subject matter area for which the alternative teacher has been approved.
 - 18.00 (2) (g) (iv) Determining the point in the program when the alternative teacher may have responsibility for classroom instruction.
 - 18.00 (2) (g) (v) Evaluating the learning of the alternative teacher.
 - 18.00 (2) (g) (vi) Evaluating the demonstrated teaching proficiencies of the alternative teacher.
 - 18.00 (2) (g) (vii) Making recommendations to the employing agency for the issuance of a Provisional License to the alternative teacher.

- 18.00 (2) (h) A description of the alternative teacher program and its delivery consistent with 18.00(1)(c) of these Rules. The support team may decrease or increase the 225 hours of training based upon the qualifications, knowledge, and experience of the alternative teacher. The training program shall include the areas prescribed in 18.00(1)(c), 18.00(2)(g)(ii), and 18.00(2)(h)(i) through 18.00(2)(h)(v) of these Rules unless, in the judgment of the support team, the alternative teacher has demonstrated the following knowledge, demonstrations and dispositions as further defined in Section 5.00 of these Rules:
- 18.00 (2) (h) (i) Content and learning and the school professional's special knowledge of content, instructional strategies, and how human growth and development influence teaching strategies;
- 18.00 (2) (h) (ii) Assessment and the role it plays in improving and promoting student learning and school excellence;
- 18.00 (2) (h) (iii) The democratic ideal and the responsibility of schools and educators in a democratic society, including the role of school professionals in revitalizing this ideal in the schools;
- 18.00 (2) (h) (iv) Diversity and the role of schools and school professionals in promoting recognition and acceptance of individuals with diverse views, experiences and backgrounds; and
- 18.00 (2) (h) (v) Communications and the school professional's special skill as a communicator capable of understanding and being understood by diverse groups of individuals within the school community.
- 18.00 (2) (i) An estimate of the revenues and expenditures for the development and administration of the alternative teacher program, including sources of revenues.
- 18.00 (2) (j) The process by which performance evaluations of the alternative teachers shall be conducted. Such evaluations shall be consistent with the provisions of 22-9-106, C.R.S.
- 18.00 (2) (k) The designated agency's expectations for the alternative teacher program.
- 18.00 (2) (l) Goals and objectives of the alternative teacher program.
- 18.00 (2) (m) Benefits alternative teachers would expect to receive by participating in the alternative teacher program.
- 18.00 (2) (n) Plans of the designated agency for minority teacher recruitment into the alternative teacher program.

18.01 Acceptance of Alternative Teachers. For the purposes of issuing an Alternative Teacher License pursuant to 22-60.5-201(1) (a), C.R.S., and reporting to the General Assembly pursuant to 22-60.5-209 (1), C.R.S., designated agencies shall provide to the Department the following:

- 18.01 (1) A copy of the alternative teacher contract which includes terms and conditions of employment.
- 18.01 (2) A statement explaining how the alternative teacher's contract differs from those of first-year teachers of the same employer.
- 18.01 (3) Salary and benefits to be paid to the alternative teacher.
- 18.01 (4) Fees charged to the alternative teacher to defray the costs of delivering the alternative teacher program.
- 18.01 (5) A statement describing conditions unique to the responsibilities of the alternative teacher, including at what point in time the alternative teacher will be expected to assume sole responsibility for teaching a class or classes.
- 18.01 (6) Procedures for the termination of the alternative teacher during the first three months, pursuant to 22-60.5-207(1)(c), C.R.S.

2260.5-R-19.00

Evaluation of Approved Programs of Educator Preparation. Teachers, principals, and administrators employed by the school districts of the state who have completed their educator preparation at accepted institutions of higher education in this state shall evaluate their educator preparation programs during their first and third years of teaching or administration. Such evaluation shall include, but is not limited to, the extent to which the educator preparation programs sufficiently addressed and prepared teachers to implement standards-based education.

- 19.01 The purpose of the follow up evaluation is to provide an opportunity for Colorado educator preparation graduates and their employers to review and evaluate the preparation provided by Colorado institutions of higher education and to communicate these evaluations to the institution's administration and faculty, the Colorado Department of Education, and the State Board of Education.
- 19.02 Colorado educator preparation institutions shall consider these data to:
 - 19.02 (1) Revise existing course offerings
 - 19.02 (2) Revise program emphasis
 - 19.02 (3) Identify areas of concern
 - 19.02 (4) Provide information concerning public school needs
 - 19.02 (5) Supply a base for over-all program review and revision.
- 19.03 Evaluation Forms. The Colorado Department of Education shall develop and distribute the evaluation forms and compile data contained therein. The compiled data shall be reviewed by the appropriate Professional Standards Board, the State Board of Education and disseminated to the Colorado educator preparing institutions for use in the review and revision of approved programs.
- 19.04 Evaluation Completion
 - 19.04 (1) The Colorado Department of Education shall distribute evaluation forms to the administrative staff of school districts. Affected Colorado educator preparation graduates shall be identified by the Colorado Department of Education.
 - 19.04 (2) Evaluations shall be completed by the identified educators during the ninth month of the first and third years of teaching or administration or at such other times deemed appropriate by the State Board of Education. Evaluations will also be completed by the educator's direct supervisor or building administrator.
 - 19.04 (3) Evaluation forms shall be returned by the district to the Colorado Department of Education by July 1st of each year for compilation, review, and dissemination.
- 19.05 Modification of Programs. If, in the judgment of the State Board of Education, the evaluation results indicate a need for the modification of an approved program, the State Board of Education may request that the institution resubmit any program(s) for review and continued approval.
- 19.06 The Department shall analyze the results of the completed evaluation forms for each institution. A summary of the findings and the analysis, including institutional trends and the total state findings, shall be sent to the dean of the school or college of education, the president of the institution, and to the members

of the house and senate education committees. When trends or results, as determined by the Department, suggest the need for a specific plan of action from an institution of higher education, the recommendation shall be presented to the State Board of Education for its review and approval prior to dissemination of such a recommendation to the institution.

- 19.07 If an institution is required to submit a proposal for improvement, the specific plan and actions proposed by the institution shall be subject to the approval by the State Board, and shall become a condition for the continued approval of the institution's program. The approved plan shall be evaluated annually by the Department and a progress report presented to the State Board. Failure to implement the approved plan may be grounds for suspension or termination of the institution's approved program by the State Board.

2260.5-R-20.00

Professional Standards Boards: Two Professional Standards Boards are established within the Department of Education - the Teacher and Special Services Professional Standards Board and the Principal and Administrator Professional Standards Board. Each Board shall consist of nine members, appointed by the Governor, with the consent of the Senate. Members are appointed for terms of three years except that no person shall be appointed to serve more than two consecutive terms.

- 20.00 (1) Membership of the Teacher and Special Services Professional Standards Board shall be: four licensed teachers; one licensed special services provider; one licensed principal; two members of the general public, not licensed educators, one of which shall be the parent of a child currently attending public school in Colorado; one faculty member of the school of education of an accepted institution of higher education with an approved program for teachers.
- 20.00 (2) Membership of the Principal and Administrator Professional Standards Board shall be: four licensed principals; one licensed administrator; one licensed teacher; two members of the general public, not licensed educators, one of which is the parent of a child currently attending public school in Colorado; one faculty member of the school of education of an accepted institution of higher education with an approved program of preparation for principals.
- 20.00 (3) Any member of the Boards may be removed at any time for cause by the Governor. If any Board member vacates his office, a vacancy on the Board shall exist and the Governor shall fill such vacancy by appointment.
- 20.00 (4) Members of the Boards shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties.
- 20.00 (5) The Department of Education shall provide staff services, office space, and equipment as is necessary for the Boards to carry out their duties.
- 20.00 (6) The Teacher and Special Services Professional Standards Board and the Principal and Administrator Professional Standards Board shall hold at least one joint meeting annually.
- 20.00 (7) Powers and duties of the Boards: The Professional Standards Boards shall study, develop, and make recommendations to the State Board of Education pursuant to 22-60.5-215 and 22-60.5-311, C.R.S.
- 20.00 (8) Effective 7-1-99, there shall be created, within the Department of Education, the Educator Professional Standards Board.
- 20.00 (8) (a) The Board shall consist of thirteen members appointed by the Governor, with the consent of the Senate. Members shall be appointed for terms of three years except that no person shall be appointed to serve more than two consecutive terms.
- 20.00 (8) (b) Membership of the Board shall be: three licensed teachers; three licensed principals; one licensed special services provider; one licensed administrator; three members of the public, not licensed educators, one of which shall be the parent of a child currently attending public school in Colorado; two faculty members of state-supported institutions of higher education, one of which shall represent an accepted institution with approved programs for the preparation of teachers and one of which shall represent an accepted institution with an approved program for the preparation of principals.

2260.5-R-21.00

Transition for the Educator Licensing Act of 1991. To provide for the orderly transition to the Educator Licensing Act of 1991, the following policies and procedures will be observed:

21.01 Accepted Institutions and Programs:

- 21.01 (1) The Colorado institutions of higher education and their programs of educator preparation, as approved by the State Board of Education prior to June 30, 1994, will be deemed to be accepted institutions of higher education and approved programs of educator preparation under the law effective July 1, 1994.
- 21.01 (2) Colorado accepted institutions of higher education with approved educator preparation programs shall begin implementation of the standards contained in these Rules July 1, 1994. Institutions will submit to the Colorado Department of Education annual reports indicating progress made toward full compliance with these Rules. The Department of Education will conduct site reviews as necessary to assure progress toward full implementation of standards.
- 21.01 (3) No later than July 1, 1996 all institutions of higher education approved for educator preparation will submit to the Department reports of full compliance with program standards as specified in these Rules.

21.02 Teacher Education Students

- 21.02 (1) A student formally admitted to teacher education by an accepted institution of higher education on or after the first day of Fall Semester or Quarter of 1994 under an existing approved program, who satisfactorily completes such program on or before July 1, 1996 shall be eligible for recommendation for the appropriate Colorado license and endorsement under the Educator Licensing Act of 1991.
- 21.02 (2) Students who have successfully completed all portions of the California Achievement Test of Basic Skills prior to July 1, 1994 will not be required to complete the basic skills assessment prescribed in section 3.01 (5) of these Rules until July 1, 1999.
- 21.02 (3) A student formally admitted to teacher education by an accepted institution of higher education for and after the Fall Semester or Quarter, 1996 shall be enrolled only in a program which fully complies with the Rules published herein.

21.03 Renewal of Certificates

- 21.03 (1) Certificates issued on or before June 30, 1994 shall remain valid until the date of expiration, except as provided under section 15.00 of these Rules for the denial, suspension, annulment, or revocation of a certificate.
- 21.03 (2) Educators whose certificates, Types A, B, C, D, or E, expire after 7-1-94 may convert those certificates, upon their expiration, to the appropriate Professional License, provided all renewal requirements, as specified in 21.03 (3) and (4) of these Rules, are met.

- 21.03 (3) A Colorado Type A, B, C, D, or E certificate which expires on or after 7-1-94 may be converted under the following Rules. The holder of such certificate shall submit an application for renewal on forms supplied by the Colorado Department of Education, remit the fees, and supply evidence of the completion of six semester hours or nine quarter hours of appropriate credit as provided below. Such credit shall have been earned within the five-year period preceding the date of application for renewal and subsequent to the effective date of the certificate being renewed.
- 21.03 (4) Renewal credit must be appropriate to the certificate's endorsement and/or assignment of the educator and/or applicable to an added endorsement or addresses State Board of Education standards 5.00 or 6.00 of these Rules. Such credit may include:
- 21.03 (4) (a) College or University credit: Credit may be earned from an accepted institution of higher education or from a Colorado community college or local junior college.
- 21.03 (4) (b) Foreign study: Credit may be earned from a foreign institution of higher education approved by the ministry of education or equivalent agency within the country. Evidence of foreign study must be stated in the English language.
- 21.03 (4) (c) Inservice credit: Up to four semester hours of credit may be earned through a district sponsored inservice education program approved by the Department of Education. The Department may conduct visits to inservice sites and survey participants to evaluate program effectiveness.
- Until 6-30-99, districts seeking approval of inservice programs shall provide assurance to the Department of Education that all inservice for recertification programs offered in the district meet the following criteria:
- 21.03 (4) (c) (i) The need for the inservice has been assessed by school district personnel.
- 21.03 (4) (c) (ii) The inservice is designed to meet those needs.
- 21.03 (4) (c) (iii) The program will be evaluated to determine effectiveness of the program in meeting the identified needs.
- 21.03 (4) (c) (iv) The inservice is designed to aid in the implementation of the school, district or state goals and plans.
- 21.03 (4) (c) (v) The amount of credit awarded for the inservice shall be based upon a minimum of 15 contact hours of participation for each semester hour of credit awarded. Credits may be awarded in one-half semester hour increments. Outside preparation and experiences are expected for each program.
- 21.03 (4) (c) (vi) The instructors for inservice offerings shall have the appropriate expertise and experience necessary for the program.
- 21.03 (4) (d) Economic Work-Learn Programs: Up to four semester hours of renewal credit may be earned through an economic work-learn program which:
- 21.03 (4) (d) (i) Is approved in advance by the local board.

- 21.03 (4) (d) (ii) Provides actual, personal, on-the-job work experience to the teacher with a participating employer.
- 21.03 (4) (d) (iii) Relates to the assignment of the teacher and provides enrichment, practical experience, expansion or updating of knowledge and skills for the person's teaching assignment.
- 21.03 (4) (d) (iv) Covers not less than six months or more than one year.
- 21.03 (4) (e) Supervision of Student Teacher or Intern. A maximum of one semester of renewal credit may be earned for the successful supervision of a student teacher or intern for a minimum of eight weeks of full-time supervision.
- 21.03 (4) (f) Professional Development Experience. A maximum of one semester hour of renewal credit may be earned through the satisfactory completion of individual experiences which are directly related to maintaining or increasing the educator's skills in his/her current assignment. Such experiences shall include a minimum of 25 project involvement hours. Prior approval to pursue a Professional Development Experience must be obtained from the Department.
- 21.03 (4) (g) Educational Travel: A maximum of one semester hour of credit may be earned for renewal upon successful completion of an educational travel experience. Prior approval to pursue an Educational Travel Experience must be obtained from the Department.
- 21.03 (4) (h) Structured Learning Activities: Six semester hours of renewal credit may be earned through Structured Learning Activities such as: attendance at professional conferences; service on task forces or boards; participation in continuing education programs. Such activities must have a direct relationship to the educator's endorsement or assignment, or the implementation of school, district, or state goals. Such activities must involve at least 15 clock hours of involvement for each semester hour of credit.
- 21.03 (4) (i) Paid Work and Volunteer Experiences. Experiences which have special significance for increasing the educator's knowledge and skills related to educational practice may be used as part of a renewal portfolio.
- 21.03 (4) (j) Professional Research. Professional research resulting in publications which have special significance for increasing the educator's knowledge and skills may be used as part of a renewal portfolio.
- 21.03 (4) (k) School-Wide Improvement. Up to four semester hours of renewal credit may be earned by participation in the planning and implementation of an approved school-wide improvement program. Prior approval for use as part of a renewal portfolio must be granted by the Department of Education.
- 21.03 (5) Administrator Certificate. For the conversion of a Type D, School Administrator Certificate to an appropriate Principal or Administrator License, the applicant shall show evidence of having successfully completed an approved evaluator training program. For the first renewal of a Type D, School Administrator Certificate after September 1, 1991, all applicants shall show evidence of having successfully completed an approved evaluator training program of at least thirty (30) clock hours which includes the following skill areas:

- 21.03 (5) (i) Data collection including formal and informal observation; self and peer evaluation; learning outcomes; indirect measures; documentation; and parent/community and student input
- 21.03 (5) (ii) Data analysis including models of instruction; reliability vs validity; establishing district performance standards; assembling and determining weightings; and summative judgments
- 21.03 (5) (iii) Conferencing including types of conferences; structuring and planning; and conferencing techniques
- 21.03 (5) (iv) Goal setting including performance objectives; practical goal-setting approaches; plans for professional growth, improvement and remediation; and resource utilization
- 21.03 (5) (v) Supervising teachers including diagnosis, development and implementation of plans using appropriate intervention/assistance strategies
- 21.03 (5) (vi) Evaluation report writing including formats; improvement/growth plans; and narrative writing skills
- 21.03 (5) (vii) Legal aspects of evaluation including non-discrimination legislation; statutory, common and case law; and due process requirements and procedures.
- 21.03 (6) Appeals Process: When the Colorado Department of Education determines that any of the criteria of section 21.00 have not been met, the applicant may appeal to the State Board of Education for review.
- 21.03 (6) (a) The appeal must be submitted to the State Board of Education within 90 days following denial of the renewal.
- 21.03 (6) (b) The applicant shall submit a copy of the application materials submitted for renewal, the written reason for denial, and a written statement from the applicant indicating how the criteria for renewal have been met. Appeal materials will be submitted to the Office of the Commissioner of Education. The Department may submit a written reply to the applicant's written statement to the State Board of Education with a copy to the educator.
- 21.03 (6) (c) The applicant will be advised in writing of the date the State Board of Education will consider the appeal.
- 21.03 (6) (d) If, in the judgment of the State Board of Education, the credits meet the criteria established in these Rules, the application for renewal shall be approved by the State Board of Education.

2260.5-R-22.00

Inactive Status of Licenses:

- 22.00 (1) Holders of valid professional licenses may choose to convert the professional license to inactive status.
- 22.00 (1) (a) The licensee shall notify the Department of Education in writing of his or her intent to place the professional license on inactive status, and
- 22.00 (1) (b) simultaneously transfer, either in person or by first-class mail, the professional license to the Department of Education.
- 22.00 (2) While on inactive status, the expiration date of a professional license shall be suspended and the person shall be deemed to not hold a professional license.
- 22.00 (3) A person may return a professional license to active status any time by notifying the Department of Education in writing, either in person or by first-class mail to return his or her professional license.
- 22.00 (4) Upon receipt of notice to return to active status, the Department of Education shall:
- 22.00 (4) (a) reissue the professional license with a new expiration date reflecting the period remaining on the professional license as the date the license holder converted to inactive status.
- 22.00 (4) (b) shall return the reissued license to the license holder within thirty days after receiving notice to return to active status.
- 22.00 (5) Upon receipt of the professional license, the license holder shall resume active status.
- 22.00 (6) Renewal of licenses previously inactive:
- 22.00 (6) (a) Any person who is on inactive status may, but is not required, to complete professional development activities which meet the requirements of section 12.02 of these Rules. Such activities completed while on inactive status shall apply to renewal of the person's professional license after the person returns to active status.
- 22.00 (6) (b) At the time of renewal, the holder shall provide to the Department of Education evidence of completion of the professional development activities which meet the requirements of the State Board of Education for license renewal as provided in section 12.02 of these Rules and which were completed within the five years preceding the date on which the professional license will expire after its return to active status.

2260.5-R-23.00

Waivers. Upon application of any institution of higher education, school district, or board of cooperative services, the State Board of Education may waive any requirement in these Rules in regard to alternative teacher programs (section 18.00), approved induction programs (sections 13.00 and 14.00), professional development plans (section 12.02) or approved programs of preparation (sections 16.00 and 17.00). Such waivers may be granted only upon a showing by the applicant that the waiver is necessary to allow innovative programs or plans intended to improve the quality of the affected educators. Waivers of induction programs may be granted only upon presentation of evidence that implementation of an induction program would cause extreme hardship to the district and upon submission by the requesting district of a plan for the support, assistance, and training of provisionally licensed educators. Waivers may only be granted upon a two-thirds vote of the State Board of Education. Waivers may be valid for a period of up to two years and may be renewed upon re-application to the State Board of Education.

- 23.01 A written request for a waiver must be received by the Commissioner of Education at least 120 days prior to proposed implementation. Waiver applications shall include the following:
- 23.01 (1) The specific portion of these Rules to be waived;
 - 23.01 (2) The rationale for the request;
 - 23.01 (3) Detailed information on the innovative programs or plans to be instituted;
 - 23.01 (4) Financial impact of the proposed waiver, if applicable;
 - 23.01 (5) Reasons why these innovative programs or plans cannot be implemented under the applicable rule;
 - 23.01 (6) A detailed plan for the evaluation of the innovative programs or plans to show their effectiveness in improving the quality of the affected educators.